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# AGNES SCOTT

## Alumnae Quarterly



Fall 1950



# The Alumnae Association of Agnes Scott College

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COVER PICTURE: The new front gate, gift of Frances Winship Walters, Inst. Matching the architecture of the more recent campus buildings, it represents Agnes Scott more informatively to passersby on College Avenue, which is a busy federal highway. The familiar old iron gates are being preserved for use in the College arboretum of the future. They were erected in 1913 as a memorial to the late Col. Milton A. Candler by a group of his relatives and friends. In 1936 the surviving members of this group agreed that the old gateway should be replaced and the driveway named for Col. Candler instead. So this year, when Mrs. Walters gave the new entrance, twin granite markers identifying the driveway as named in honor of Col. Candler were erected at the two outlets into College Avenue.

ELEANOR N. HUTCHENS '40 EDITOR

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Members of the Executive Board of the Alumnae Association were the first to use the private dining room in Letitia Pate Evans Hall after the magnificent new refectory opened in September. At the invitation of President Catherine Baker Matthews '32, eighteen of the Board's twenty-two members assembled for luncheon and the first meeting of the term. They are shown here in the private dining room, whose central window looks straight down the Alumnae Garden rose arbor to the fountain in the garden.

Left to right, seated, are: Mary Wallace Kirk '11, chairman of the Education Committee; Mary Caroline Lee Mackay '40, president of the Decatur Agnes Scott Club; Kenneth Maner Powell '27 and Frances Thatcher Moses '17, vice-presidents of the Association; Catherine Baker Matthews '32, president; Betty Medlock '42, treasurer; Sara Shadburn Heath '33, secretary; Jean Bailey Owen '39, president of the Atlanta Agnes Scott Club; Eleanor N. Hutchens '40, director of alumnae affairs. Standing, left to right, are: Mary McDonald Sledd '34, chairman of the Entertainment Committee; Grace Fincher Trimble '32, chairman of the Residence Committee; Ruth Ryner Lay '46, president of the Atlanta Junior Agnes Scott Club; Elaine Stubbs Mitchell '41, chairman of the Publications Committee; Frances Radford Mauldin '43, chairman of the Vocational Guidance Committee; Laurie Belle Stubbs Johns '22, chairman of the Grounds Committee; Betty Lou Houck Smith '35, alumnae trustee; Sara Carter Massee '29, chairman of the Special Events Committee; and Julia Pratt Smith Slack ex-'12, chairman of the House Decorations Committee. Unable to be present were Dorothy Holloran Addison '43, vice-president; Frances Winship Walters, Inst., alumnae trustee; Cary Wheeler Bowers '39, chairman of the Class Officers' Council; and Eliza King Paschall '38, chairman of the Nominations Committee.



# Who Is To Be Our Leader?

By WALTER H. JUDD

*Note: This was the 1950 Commencement address at Agnes Scott. Dr. Judd, a former medical missionary and now a Republican congressman from Minnesota, has gained a national following in his insistence on the dangers of Communism in Asia. Keep in mind that this speech was delivered several weeks before the Korean war began.*

No one will deny that the world into which you graduates go as you leave this college today is in the midst of one of the most critical periods in all its history. We are living in a sort of twilight zone between the end, or the approaching end, of one era of life on this planet and the beginning of another.

What kind of era is the new one to be?

That will depend on the outcome of the fierce warfare that is going on all around the globe—political warfare, diplomatic warfare, in some places shooting war—above all a war of ideas, a conflict of faiths.

Who is better-equipped than you to help determine the outcome? And better-equipped to understand and assist others to understand the nature of the problems we face? Who is so well-prepared to help work out solutions to the problems and to mold the attitudes and actions of our people accordingly—as are you who will soon depart from these beloved halls to go into all fields of endeavor in all parts of the earth—sensitive, but strong; eager, but trained and disciplined;—idealistic, but practical.

What is the situation we face?

The plainest fact is that we don't have one world, as we had hoped we would have. We have two worlds. Men and nations are split from top to bottom, locked in deadly serious conflict.

It is not primarily a conflict between Russia and the United States; or between East and West; or between communism and capitalism as economic systems—as is so commonly said. It is far deeper than any of these. It is a conflict between two totally different philosophies of government. One believes that man's problems can only be solved from above down; the other believes that most problems can best be solved from the bottom up. One puts its primary faith in a few supposed supermen—"leaders"—at the top; the other puts its primary faith in the good sense, resourcefulness and capabilities of ordinary people if

they are masters in their own house and have genuine freedom under laws determined by representatives they themselves have chosen.

In reality, it is a conflict between two wholly different philosophies of life—two different concepts as to the nature of man; which means two different concepts as to the nature of God, and the nature of the universe in which we live.

Our free world has not been able to get agreement with the Soviet-dominated world because its leaders are not pursuing the same objectives as most of us are. And they are not pursuing the same objectives because they don't believe in the same things as we do.

A second plain fact is that we cannot go on indefinitely or even very long, as two such worlds. Our planet is too small. We are too interdependent. The two worlds must become one—at least to the extent of having one set of rules for carrying on relations between them.

A third fact is that there are only two ways by which the two worlds can become one. One way is by conquest; the other is by voluntary agreement.

Mr. Stalin understands this perfectly. More than 20 years ago he wrote, "Ultimately one or the other must conquer." He knows the two worlds must become one and he believes it must be by conquest.

We don't believe in that way. We don't want conquest of us by them; but we don't want conquest of them by us.

If to get the two worlds together by the other method—agreement—required that the Soviets promptly become democratic, or that we become Communists or totalitarians, then there would be no hope indeed. Fortunately, that is not necessarily the case. The founding of our nation is evidence that it is sometimes possible to get good, peaceful, even democratic relations between two systems one or both of which do not have full democracy within them.

## Traffic Rules—Enforced

So, our first objective must be to get workable agreement on a set of traffic rules for conducting relations between the two worlds, while strengthening the long term forces of religion and education which alone can bring them closer together ultimately in ideas and attitudes.

It is clear that we cannot get such a workable agreement by appeasing aggression. For ten years the world tried that method with Hitler and the Japanese militarists. It did not lead to real agreement and peace. It led straight to war and perilously near to slavery.

Unfortunately we refused to learn from that experience, and for several years our Government tried to get agreement with Communists, in the Kremlin and elsewhere, by yielding to them. Our relations, of course, did not get better; they grew steadily worse.

Finally, three years ago our Government began to wake up to the fact that the Soviet Union is not a peace-loving democracy and that we cannot buy its cooperation by sacrificing our principles and other peoples' rights and territory. Step by step we have embarked on a fivefold program with relation to Europe, which I believe is sound as far as it goes and gives some promise of success, if firmly and patiently continued in Europe, and expanded at once to include Asia:

The first step was rebuilding enough of our scrapped military strength to fulfill our commitments overseas and to meet any probable emergencies or dangers. It is painfully clear that strength here at home is indispensable if we hope to have any influence at all with the Kremlin.

Second, resistance to any further spread in Europe and the Near East of the glacier of tyranny moving out of the Soviet Union.

Third, economic assistance, on a cooperative basis, to certain western European nations and western Germany in their struggle to recover economic stability against determined Communist efforts to weaken and subjugate them.

Fourth, military assistance on a cooperative basis to certain western European nations—the North Atlantic Pact. From the beginning of the Marshall Plan it was apparent that full economic recovery could not be achieved without this additional step—a mutual defense program. A sense of reasonable security is essential if we are to expect the people of Europe to put everything they have into the recovery effort. The mutual defense program and the economic assistance program are both necessary if either is to succeed.

The progress in Europe alone cannot be enough. It is daydreaming to imagine the Soviets will alter their policies enough to come to real agreement with us on traffic rules for carrying on peaceful relations between their world and ours, as long as they are winning anywhere—and they are winning spectacularly in Asia.

Tragically, our Government has followed opposite policies on the opposite sides of the world. To European nations striving to overcome Communist aggression, both from within and from without, it said,

"We will help you only if you resist the Communists—keep them out of your government."

To the Chinese we said, "We will help you only if you take the Communists into your Government."

In Europe we adopted a policy of resistance to Communism and assistance to freedom—and are making real headway; in Asia we still follow the incredible policy of trying to appease Communism, or of "wait and see"—with total disaster.

## Wake up in Asia

Unless immediately — and the loss of mainland China while we slumbered may already have made it too late—we make a drastic reversal of our policies in Asia similar to that which we made three years ago in Europe, history can only record that we defeated Japan, but Russia won the Pacific war. We and the free world lost it. And loss of any more of Asia to Communist control will make almost impossible the achieving of recovery and security in Europe. I hope the recent announcement of proposed aid to the French and Pao Tai in IndoChina—even though about the worst possible way and place to begin—represents at least a recognition that Asia's freedom is essential to our own.

What we must get, and soon, is global resistance against the strong cruel enemy we and the free peoples of the world face; or else all of us, not just weakened and exhausted China and backward Asia, will fall before its ruthless and skillful onslaughts from within and without. Must we once more dawdle and daydream until after the blow actually falls, and then have to fight for our very survival under the most difficult circumstances possible?

When we refused to give vigorous effective support to those opposing Communist aggression in Asia, our proved friends, because their governments did not yet come up to our standards, we were actually intervening in favor of the Communists, our avowed enemies—the worst possible alternative. That is the measure of how immature we still are in the political and ideological fields.

That brings me to the fifth component of the overall program necessary if we hope to influence the thinking and the actions of both friends and enemies. The first four steps are largely defensive—or negative. We must have a positive program also. In addition to firm opposition to further extension of the Soviet system based on police-state compulsion, we must get a great moral compulsion, to spread throughout the world a free system based on voluntary cooperation. At last we are beginning to give to other



countries a more adequate presentation of the thrilling story of what has happened here and therefore can happen with them also—under freedom. Through press, radio, films, books, and magazines, and exchange of teachers, students, scientists, and technicians, we must give hope to the oppressed peoples and to the undecided peoples of the world by demonstrating to them a better alternative—by performance, not just promises. Our broadcasts really should be called not the Voice of America, but the Voice of Freedom. What has happened in our country is not because we are Americans, but because we have been free. The most explosive and dynamic idea ever turned loose in human history is freedom under law. Why have we been so feeble in using this powerful force?

The desperate measures Russia is taking to keep the story of freedom from getting through to those under her control and her own stupendous efforts in the propaganda field are the eloquent proof of how great is her faith in the power of ideas. The Russian rulers know what one man, Karl Marx, was able to start with an idea—and what two other men, Lenin and Stalin, have been able to develop out of that idea.

They know what another man, Hitler, did to the world with an idea.

They also know what 100 other men and women, the Pilgrims, did when they came to this country over 300 years ago, with their idea—political liberty.

### **Heroes of Words**

The greatest heroes in Russia are not scientists, or industrial magnates or even generals. The greatest heroes in Russia, and the highest paid persons in the land, are the skillful users of words—those who know how to take an idea, and no matter whether true or false, present it in attractive, convincing form. They have learned it is their most potent and effective weapon throughout the world in softening people up preparatory to taking them over by force, which is the only means by which they have actually gained control of any country yet—beginning with Russia.

Why should we be less effective in selling our basic faith? We do not have to sell falsehoods about the free way of life. But we do have to present the facts about it, and present them repeatedly and convincingly, emphasizing the great advantages that have resulted—without in the least concealing the imperfection, or lessening our efforts to correct them.

Jesus did not say just, "The truth shall make you free." He said, "Ye shall know the truth, and the truth shall make you free." How are people to know

the truth unless we tell it over and over and everywhere?

When our system is such that under it 7% of the people of the world have created as much wealth and distributed it more widely than all the other 93% put together, is it not shameful that it is presented so inadequately that many people not only abroad but here at home can be persuaded that it is progress, it is "liberal," to advocate abandoning the system under which the 7% have accomplished so much and go back—not ahead, as it is frequently portrayed—to one or another of the systems under which the 93% still struggle and suffer?

Why should anyone be so almost apologetic about a system which, while far from perfect, is still incomparably the best this earth has ever known—judged solely by results from human beings?

All of the above—military, economic and ideological measures—are essential elements of a world policy; but they are not enough. They merely buy time for a final step: give us one more chance to develop effective political measures—get the world organized on a sounder basis.

If we hope to win the fierce economic and ideological war now raging throughout the world before it degenerates into an atomic war with unforeseeable destruction, we must move boldly and imaginatively to try to strengthen the world organization so that it can handle all threats to the peace from whatever source.

Concern for our own security has compelled us to assume in the present emergency the burden of assisting certain nations in Europe and Asia. But we cannot long carry that burden alone. We have neither the resources nor the wisdom.

The peaceful peoples of the world placed their faith in the United Nations as the agency to establish a just and peaceful order. The experience of the last five years has demonstrated that in its present form the United Nations simply cannot do the job, if any one of the big powers does not want it to. In fact, it is so constructed that any one of the Big Five by its veto can use the United Nations machinery to prevent the making of peace, to defeat every thing it supposedly was set up to guarantee.

### **Veto Versus Peace**

Most Americans were too naive to realize and too trustful to suspect that the Soviet rulers were coldly planning to use the big-power veto not to block war—which was our concept of its function—but to block peace. They have not once used the veto to prevent

war or sanctions. They have used it more than 40 times to defeat agreements desired by most of the free nations, that were in the direction of peace.

At Teheran, Yalta, Potsdam and elsewhere our leaders, in order to get Russia to come into the United Nations, yielded to her on matters of principle and even on our own solemn commitments to loyal allies, like Poland and China, apparently assuming that if Russia joined, it would be for the same reason we and others joined, namely to solve world problems. But it soon became clear to all who would see, that the Soviet Government came in for precisely the opposite reason—not to get agreement, but to ensure disagreement; not to make the United Nations work, but to be in the best possible position to make sure that it does not work. Why?

The reason is perfectly clear. The Kremlin already has a world organization of its own—the Communist Party. It has more than a dozen countries under its complete control, plus trained, disciplined units in every other country. Its world organization is already functioning, at full speed. It intends to win, and to do so it must keep any other world organization crippled and ineffective, which the veto machinery permits it to do. That is not surprising when it is learned that it was drafted by Mr. Alger Hiss.

The remedy for such an intolerable situation is not to abandon the United Nations, or to continue to bypass it; but rather to improve it. We must get its structure modified so that it can and will work—with Russian cooperation if possible, but without it if necessary.

First, we must initiate action toward getting the Charter itself amended to correct demonstrated defects. We should declare now and pursue vigorously a policy of endeavoring to strengthen the United Nations and to seek its development into a world organization, open to all nations, that will have carefully defined and limited powers adequate to preserve peace and prevent aggression through the enactment, interpretation and enforcement of world law.

Suppose Russia will not agree to Charter amendments that would make all members subject to the same world law, and vetoes such changes. I have no doubt that her present leaders would do that—but I would let them make that decision and announce it, not we make it for them. Should they decide to exclude themselves from cooperation, we do not need to withdraw from the UN or drive them or anyone else out. We should just organize on a closer basis with all the nations that will agree—not outside the United Nations, but inside it.

That is, while seeking to improve the United Nations on the universal level, we must at the same time work for better organization on a less-than-universal level. Just as the Communist-dominated members of the United Nations have always been “a club from within,” so, under Article 51 of the Charter, all the free nations—beginning with the twelve in the Atlantic Pact but not limited to them—can unite firmly for collective self-defense in another “club within the club”—leaving the door open for Russia and any others to join if and when they are willing to agree to and abide by the rules.

That is what our forefathers did at the Constitutional Convention. They did not secede from the Confederation, or try to drive out those who did not agree with their new proposal. They simply drew a tighter, more workable plan of organization, and provided that whenever 9 of the 13 states ratified it, the new “club” would be set up—the others to join or not, as they wished. All did within a year.

As long as we indicate we will not do anything unless or until Russia agrees, of course she will not agree. Why should she?

But if we and the other free peoples demonstrate to the Russians, quickly, that we can and, if necessary, will move ahead without them, there is a chance—I suspect only a chance—that we may find it possible before long to get along better with them.

If enough of the peaceful nations get together in a workable organization within the UN that makes it clear to the men in the Kremlin, firstly, that they do not need to go to war to get security or satisfaction of any legitimate grievances; and secondly, that they cannot win even if they do go to war, at that point, and probably only at that point, there is a reasonable possibility that they will begin to come along, because there would be nothing for them to gain and much to lose by refusing to do so.

But even such agreement on the traffic rules by which relations between the two worlds are to be conducted would be only temporary. It can become permanent only as we succeed in developing a deeper and truer unity—unity of belief and purpose.

### Melting Alliances

I remember the apparent unity the allies had in 1918—all of them fighting against a common enemy under one Commander-in-Chief, General Foch. As a young idealistic soldier I thought the unity would last. But alas, the ink on the Armistice was hardly dry before the Allies began to fall apart.

The same thing happened in World War II. The



opposition of the non-Axis powers to their common enemy, Hitler, gradually drove them into remarkable cooperation and what appeared to be unity. But no sooner were Hitler and Japan defeated than the teamwork disappeared.

The free nations are now being driven together again by the Russian threat to their security. But let no one be deceived a third time. Neither man nor nations can be permanently united on the basis of the only major forces which war and the threat of war generate—fear, hatred, and suspicion. They hang together as long as their fear and hatred are directed against the common enemy. But when the enemy is gone, the fear and hatred persist and are usually turned against erstwhile allies.

Are there any principles on which true world unity can be built? Are there any rocks—and if so, what and where are they?—on which we can build a structure that won't collapse every time the winds blow and the floods descend? I think there are. They come directly out of the Christian teaching and faith. Let me mention four of them—four reasons why the Christian religion is by its very nature cohesive rather than divisive, and gives us our only real hope.

### Non-Divisive Christianity

First,—the Christian religion is the only thing that always puts the primary emphasis and the ultimate value on the individual human being—his worth and his welfare. Out of it came the fundamental foundation-stone of our free society—the right of the individual.

The Christian religion does not put the primary emphasis on man's sex. That is what the non-Christian religions do; man is human, woman is sub-human.

Nor on his race. That is what Hitler and Japan did. Each believed its own race was superior and gave it first importance. Some Americans hold the same philosophy. But inasmuch as there are four main races, such a philosophy cannot unite; on the contrary it inevitably splits the world into at least four main groups.

The Christian religion does not put the primary emphasis on nation. To do that splits the world into more than 80 units.

The Christian religion does not put the primary emphasis on class. That was the philosophy underlying belief in the divine right of Kings, of Government by an aristocracy, of Karl Marx's dictatorship of the proletariat. It does not unite humanity, it splits it horizontally.

The Christian religion does not put the primary emphasis on creed or sect. That too divides.

It puts the primary emphasis and concern on the only thing we all have in common—namely, our common humanity.

That gives hope because it begins with that which can be changed. The history of the world is the history of changed man. Moses changed by an experience out in the desert. Paul changed by an experience on the road to Damascus. Abraham Lincoln changed by an experience in a slave auction mart. Sun Yat-sen changed by an experience in a Christian mission school in Honolulu.

Wherever a human being is in need, there the Christian religion begins its work. "Neither Jew nor Greek, neither bond nor free."

Second—The Christian religion is the only thing in the world that always sees and builds on the possibilities in the so-called backward peoples.

When Caesar came to England he saw no possibilities in the hopeless barbarians he found there. Yet only two thousand years later in the summer and fall of 1940 the descendants of those barbarians held all of western civilization in their hands alone—through sheer courage and character.

Only a few years ago many people could see no possibilities in the Japanese. So they didn't bother to send enough missionaries to take to Japan Christian ideas and ideals along with western tools and machines and weapons. As a result they eventually had to send millions of soldiers with more than a hundred thousand of them never coming back.

This Christian principle of seeing and building on the possibilities in those who at a given moment are behind in their development, is the inspiration of the Christian missionary enterprise and of our public school system. It is another fundamental foundation-stone of the best in our own society—namely, the right of the individual to improve his condition, to rise according to his merit. "Inasmuch as ye did it unto the least of these by brethren, ye did it unto me."

Third,—the Christian religion is the only thing that provides an adequate ideology,—an adequate concept for organizing and integrating the diversified peoples of the earth.

The concept that all men are children of one Father, God, and are therefore brothers, is in the Christian religion, but it not unique with it. Several other religions have the same doctrine. It is good, but not good enough.

The Christian religion has another concept far more intimate and adequate. It is best stated in the twelfth

chapter of Paul's first letter to the Corinthians. It is the concept that we are all members of one body,—all different, but each making a unique and essential contribution to the whole, each incomplete without the others. Honor to one brings honor to all. Suffering to one brings suffering to all. This is the foundation of what in American parlance we call "teamwork"—working for the good of all as the true way to promote the good of each.

Here we are on this planet—all different. Our fundamental problem is learning to live together. Do you know in all of literature and recorded thought any other concept that is adequate for the task of developing a unity that will last?

Finally—the Christian religion is the only thing that provides an adequate Leader. Not only a concept, but a cause. Not only principles but a program, and a personality.

The Nazis had a concept, but it was the fact that they had a leader to whom they gave complete devotion that galvanized them into action. The same was true of the Japanese and is true of Communists.

All over our country I find kindly, idealistic, high-minded, fine-spirited men and women trying to build a new world just by changing the externals, or by doing good deeds. That is not enough. They cannot match in enthusiasm and zeal those who are fired by devotion to a leader.

The question in America is not whether we too will have Leaders. The only question is WHO IS TO BE OUR LEADER? Is it to be Christ?—sane, rational, balanced, constructive, healing, reconciling, saving?

Or is it to be one of the madmen?

Jesus' method is to call you and me to follow Him in His way. It is wholly voluntary. He does not threaten a concentration camp or a purge if we do not come. He does not try to get us by telling us only the favorable side of the picture and concealing the difficult. His way is to let us "know all the truth" and then make our own choice.

He calls us to hard tasks, not because he wants us to be unhappy, but because he wants us to be happy; not because he wants to take life away from

us, but precisely because he wants to give life to us—full, rich and abundant.

My friends, this is not a message of pessimism. On the contrary, it is the unconquerably optimistic—the only thing that can enable us to escape pessimism.

Our difficulties are not insurmountable if we can develop here and among the other free peoples a compelling sense of mission to build in the world the sort of decent order which our forefathers had the will to build in these United States—the will to make a Christian society work here at home and to spread it abroad.

It comes down to how sound and strong and deep is our faith. What our nation and the world must have if they are to be saved is what Lincoln prayed for at Gettysburg, "Under God, a new birth of freedom"—a new understanding of freedom—a new dedication to it.

Our fathers built the finest material civilization the world has ever seen—precisely because they sought first the dignity and freedom of individual man as a spiritual being. Because they put that first, not second, the political and economic system they established was one which released, as had never been done in any other time or place, the creative capacities that are in ordinary men everywhere. Thereby has our progress been achieved.

Shall we now focus our effort just on trying to preserve the material results? Or on reproducing and strengthening the spiritual causes?

With all my heart I believe that the system of government by voluntary federation which our fathers established here represents the best set of political ideas ever put together in one place in the world's history. I think they are the hope of mankind. The achieving of one world with freedom and peace depends upon the spread of those ideas—everywhere.

Nothing short of genuinely Christian leadership offers hope for that task in this critical day. Never did the Christian college have greater responsibility—and opportunity. Never were you, its graduates, called to higher duties, nobler living, harder work, greater usefulness and richer reward.



## Recommended Reading

*John Adams and the American Revolution.* Catherine Drinker Bowen. Little, Brown. \$5.00.

*Roosevelt in Retrospect.* John Gunther. Harper, \$3.75.

*Eleanor of Aquitaine and the Four Kings.* Amy Kelly. Harvard University Press, \$5.00.



# "I Am a Debtor"

*By Frederick H. Olert*

Pastor, First Presbyterian Church  
Detroit, Michigan

It is a signal honor for which I am grateful beyond measure to be invited by President J. R. McCain and Dr. Wallace Alston to participate in your commencement festivities here at Agnes Scott College. I come to give you Christian congratulation upon the completion of your course of study here. You are about to receive the reward of your educational labor. Some of you will continue your preparation elsewhere in specialized fields or you will take your places in the tangled scheme of things.

I cannot help reflecting upon the difference between your commencement and my own. We went out as it were to a mid-sea of great things. Scientific discoveries were binding the world together in a new unity. War was about to be completely outlawed, disease had about been conquered, poverty abolished, and just around the corner was that golden utopia which represented the fulfillment of everyone's dream. We were riding the crest.

No such thoughts are in your minds today. If you are thinking at all you must realize the tremendous tasks which you will confront in your generation. No group of students ever essayed to meet the total challenge of life under terms of sterner competition and more crushing bewilderment than the graduates of 1950.

It has been customary that the significance this event has in your lives shall receive the emphasis of a sermon. As you go forth I press upon you the consideration of the obligation of privilege. I have chosen a cryptic little text taken from Paul's letter to the Romans, Chapter one, verse fourteen: "I am a debtor."

Paul is here writing to his Christian friends in Rome concerning his obligation to preach the gospel to all men. Says Paul: "Necessity is laid upon me. Woe is me if I preach not the Gospel for I am vastly in debt to all men for my culture and for the Gospel." No man can read the story of Paul's life and catch the spirit of it without having his blood leap in his veins. It is stupendous what that man did. His sense of debtorship signified a duty to be discharged and

an obligation which laid tribute upon his life. He felt it keenly. He had a debt to the Christless, a debt never paid, and never cancelled. I come with a message of redemption which I must give.

This text is a direct path to the consideration of the theme: The Obligation of Privilege. I think it embodies the constraint imposed upon the privileged to serve the underprivileged. To every Christian advantage implies responsibility, blessing denotes benefactorship, ownership involves sharing, and opportunity is an incentive to service. We have all received vastly more than ever we could give. That imposes upon us heavy obligation.

There is a moral indebtedness inescapable for every soul who knows Christ. It roots itself in the vaster relationships of life. Somewhere deep within me there is a conviction that I am a debtor to God, my fellow-men, and to the universe. As long as I hold the Christian faith, the prime estimate of life must be that I am here to add something to the spiritual betterment of mankind. All mental and spiritual treasure is not to be hoarded but used under the guidance of God for the service of men. In view of the affairs of today, the bewildering complexity of life, the world need, a resourcefulness far beyond that of the simpler days of the past is required. There are sterner obligations we are to assume.

## I.

It is well to remind ourselves how much we owe. What a large number of unearned benefits we have received. We have been born into a world where society is fashioned for our use. We are heirs of the ages. Countless unmerited privileges are ours. Others have toiled, struggled, suffered, and died. There is always the unearned increment of life for which we have never labored. Day and night countless numbers of people minister to our needs, enrich our lives, and enable us to develop our personalities.

It is impossible to catalogue all we have received. There is not a single achievement made without the aid of those who have gone before. We draw checks on the bank of civilization in which we have as yet made no large deposit. The cash that crosses the counter never fully pays the bill.

I am a debtor to my parents. Who can measure their prayers, example, influence, investment in my life, or who could ever hope to repay? We are beneficiaries in the realm of education. Others have sown; we have reaped the results of their labors. It has

been estimated that every person by the time he reaches twenty-one has cost society the royal sum of \$50,000 reckoned in financial cost alone, which may be the cheapest cost of all.

In the biography of Mark Hopkins, President of Williams College, there is a relative incident. Certain of the college buildings had been defaced and damaged by a thoughtless student. When the offender was caught and brought to the President, he turned out to be a young man of wealth from a family of power and prestige. Summoned before the President for an interview, the young man drew out his pocket-book and said, "How much is the damage, and I'll pay it." "Young man," said Hopkins, "put away that pocketbook. Tomorrow in Chapel you will make public acknowledgement of the offence or be expelled." Speaking on the subject later, Hopkins said, "Rich young men come here and take the attitude they can pay for what they get here. No student can pay for what he gets at college. Can he pay for the sacrifice of our pioneers and benefactors, for the heroic services of half-paid professors through the long years, who labored to give young men a liberal education at the smallest cost? Every young man here is a charity student." Divorcing that speech from that particular incident, how neatly that fits us all. We are all wards of charity, the charity of creation, the charity of friendships, of civilization, of education, of religion. Our collective society is developing a state of mutual inter-dependence.

Paul owed much to Christianity. He was indebted to Christ and the Church. Paul knew that civilization would lapse into barbarism and press its way to perdition without the church and the ministry it renders. Paul owed much to Christ. Christ means for him reconciliation, restoration to sonship, freedom from guilt, and inner transformation. Such spiritual gifts laid heavy obligation on Paul's life. He might have sung with a later minstrel:

Oh, to grace how great a debtor  
Daily I'm constrained to be.

## II.

Paul's idea of the obligation of privilege cuts across the prevailing mood and temper of our times. So many people operate on the basis of getting more and more for doing less and less. We live in an age of large debts, cancellations, moratoriums, strikes, and wholesale repudiation of moral and spiritual obligations. The dominant mood of today is for everyone to attend the national barbecue and cut off as big a

chunk of the national wealth as he can. Grab all you can nicely and politely, but grab. Blessed are ye if you can get a good deal of this world's goods with little honest toil. Multitudes of people want to sit down at the public trough and be fed. Too many people drop down into life and pick it up with its innumerable blessings and spend it with no concern for those who in the past made large investments in it and with no sense of honorable obligation with reference to those who follow in their train. Our civilization is not concerned with giving service, but in demanding rights and getting them. Man thinks he is entitled to what he can put his hands on. He wants what he has not earned and he reaps what he has not sowed. It is a gospel of irresponsibility. It indicates that freedom has gone mad. Unless self-surrender replaces self-will, neither civilization nor democracy can survive.

There is plenty of evidence of this spirit in the world of today. Multitudes of people complain bitterly about the passing of dividends yet they have been passing dividends all their lives. The gambling mania expresses it, too. We all want something for nothing. Many of us are spoiled men and women living under the conviction that the world owes us a living. That idea runs deep and digs itself into life. It creates the special-privilege complex. Values are distorted. Education becomes job-centered with young people's only goal to get into the higher-income brackets. When you get down into the area of daily life, the whole contrast is that of religion versus irreligion, or of Christianity versus paganism. Irreligion says: "I want to live my own life." Christianity says: "Ye are not your own, Ye are bought with a price." The philosopher Machen declares that the prevailing philosophy of the day is the philosophy of the sty — "me for me." In a vein of grim humor, someone said that if a convention were held of those who felt they were paid more than they were worth, the convention could be held in a telephone booth.

## III.

Let a man meditate upon the cost of the blessings he enjoys. Let him gratefully recall the burdens borne, the blood poured out for the common benedictions he shares, and he will be the readier to discharge his obligations in service to the race. Paul tells us that to consider yourself a debtor is an honest interpretation of life. Paul said: "I am a debtor." Those simple words expressed his ideal. Tribute was laid upon his life. Christ was always saying that same sort



of thing: "The Son of Man came not to be ministered unto, but to minister, and to give His life a ransom for many." He said it to His disciples in these words: "He that would save his life, let him lose it for My sake. If any man would be My disciple, let him deny himself, take up his cross and follow Me." In the last night in which he was betrayed, He took bread and blessed it, and brake it, and then He used these sacramental words: "This is My body which is broken for you." This represents the creed of Jesus. He was always lifting the burdens of man. He sought to lead men from the darkness to light. By the blood of His cross He redeemed mankind, but there is something more. He demonstrated to us what ought to be the dominant creed of human life.

There are for each of us three possible creeds in life. We may have the creed of the sensualist and express it in the words, "My body is for me." That indicates the life of self-indulgence. It is the philosophy of "me for me; the world owes me a living." There is much of that type of living in the world today. There is also the creed of the despot, "Your body is for me." It is the principle of the many serving the one. When Metternich, the Austrian diplomat, once told Napoleon that a certain military scheme would cost him 100,000 men. Napoleon laughed and said: "What are a hundred thousand men to me?" Man's inhumanity to man is just as appalling today. The modern totalitarian states exhibit the same creed and make men puppets of the State.

Life begins for all of us in the fullest sense when we get into some kind of fight. The reddest-letter day in any life is when a man gets down out of the grandstand into the arena to suffer for some holy cause. We cannot remain seated in comfortable places if we have accepted the Christian faith. We must lift our arms in behalf of a world broken and beaten and half-built. Attach yourself to some righteous cause and grow strong in its service. If you seek such a cause for which you can labor and suffer, look around you. There is so much to do. War, poverty, disease, a social order reconstructed according to Christian patterns, winning the world for Christ in our own generation — such causes wait for you and me. What do I owe to my times, my country, my world, and my Christ? Such questions a man ought to ask himself.

We are to do as Christ did. He went to a cross. We may chafe at the restraints the cross imposes but it is the only way mankind will be redeemed. The spirit of that cross must be soaked into the fiber of the mind, the standard by which we measure all things and the

background against which the whole of life is enacted. No one can know what that means until he has been to Calvary. Calvary is more than a red cross lifted against a gray sky. It stands for an experience that is real. It means that we get under a load of the world's care and lift.

May I set in vivid contrast two sets of people. Here are two men, world figures, who have gone to Africa in recent years. The one went down with men, fierce men, to operate the instruments of destruction. He carried all of the tools of war — guns, swords, bombs, gas, and planes. He went with a lust for conquest. He left in his wake suffering and a trail of blood. You recognize this description of Mussolini who disregarded all of the sanctions of peace and raped Ethiopia.

Another man went down to Africa. He was a scholar, doctor, surgeon, scientist, philosopher, organist, author, lecturer, versatile genius. From the Alsace to the African deserts went Albert Schweitzer to devote himself to the healing of men's bodies and souls. He left in his wake the healing ministry of Christ's gospel.

A few years ago, there died in London a woman who had the dubious reputation of being the best-dressed woman in Europe. She had a wardrobe of a thousand dresses. Can you imagine how that would complicate life? Every morning you would have the strain of having to decide which of the thousand dresses you were to wear that day. That is a burden that most of us have escaped but with a thousand dresses she had only one face, one brain, and one life — one life smothered by a wardrobe of a thousand dresses. Earlier a man died in London who had only one suit of clothes. You have probably seen dozens of pictures of him always wearing the same blue suit with the red collar — General William Booth of the Salvation Army. He had only one suit, but he was a man who lived a thousand lives. He took the load of a thousand people and carried them on his own heart. He knew what it means to say: "This is my body which is broken for you."

To the challenge of that truth Isaac Watts responded with the lines of his immortal hymn, "When I Survey the Wondrous Cross":

When I survey the wondrous cross  
On which the Prince of glory died,  
My riches gain I count but loss,  
And pour contempt on all my pride.  
Were the whole realm of nature mine,  
That were a present far too small;  
Love so amazing, so divine,  
Demands my soul, my life, my all.

# Two Weeks in Guatemala

By Ruth Slack Smith '12

I have always been quite scornful of those people who spend two weeks in a country and then write "authoritative" books on conditions there, so I assure you that there is nothing authoritative about this. It is only my impressions of Guatemala, which I visited in the summer of 1949.

My own abysmal ignorance was my first reaction in traveling in Guatemala. I had read a few guide books and had talked to some people who had been there, but I wished that I could have had courses in Latin American history and geography, in textiles and archaeology, and above all else in Spanish conversation!

Even though my background was inadequate, I did see a lot of interesting things, and I'd like to share the high spots with you. First, let me give you the itinerary—no, before that let me introduce my traveling companions: my niece, Peggy Hooker, who is now a sophomore at Agnes Scott; a friend from Virginia, who has traveled a great deal; and two teen-aged nieces of hers.

We began July 19th with two days of sight-seeing in New Orleans, around the city and outlying districts by car, with a more detailed view of the French Quarter on foot.

We sailed on the United Fruit S.S. *Antigua*—clean, comfortable, grand food and weather. It took four days to reach Christobal, where we had two days of interesting sight-seeing on the Atlantic and Pacific sides of the Isthmus. The Canal, tropical flowers, old Panama. Balboa Heights. Panama City were all surprisingly beautiful.

It took two days more at sea to reach Puerto Barrios, the Caribbean seaport of Guatemala. Freight cars filled with green bananas were waiting on the docks, and immediately after we arrived they began the fascinating process of loading bunches of bananas much larger than we usually see on the market.

We boarded a little train which took all day to go the 190 miles to Guatemala City, climbing 5,000 feet in the process, and passing from the lush growth of palms, bananas and other tropical plants through a semi-arid region abounding in cactus, to the high plateau of Guatemala City, where the weather is always

pleasant. Along the way we had many glimpses of picturesque native homes, vendors at the stations and fellow travelers on the train.

Just before we left New Orleans the papers had been filled with accounts of a revolution in Guatemala and our friends were a bit doubtful as to the advisability of our going, but by the time we arrived the revolution had ended and all we saw were armed soldiers on the train, extra guards in the city streets, and bullet holes in the president's palace and in other buildings around the Plaza. We were not allowed to enter the palace upon our arrival, but when we returned to Guatemala City later we did go into the very elaborately decorated rooms of state.

In so limited a space I cannot tell you all we saw and did as we walked the streets of the capital and drove through the picturesque highlands. so I am giving you the outstanding impressions:

*Color* — the bright-colored dress of the Indians — you thought they were going to a fancy dress party instead of going to work in their everyday clothes — the brilliantly colored flowers blooming in such profusion: bougainvillia, hibiscus, poinsettias, snapdragons, and many more, the names of which I do not know — the colorful market scenes, flowers, textiles — pottery — color in the landscape, sky, lake, trees, the Guatemala pink of the houses, the pistachio green of the president's palace. Aldous Huxley said he gave up an attempt to paint a scene in Guatemala for he could not discover "how to render a brilliantly colored landscape in equally brilliant tones without making the thing look like a railway company's advertisement of the Riviera."

*Magnificent Ruins* — I am still amazed at finding that *Antigua*, which was partially destroyed by an earthquake in 1773, was the largest, most flourishing city in the Western Hemisphere, larger I am told than New York or Philadelphia and far more magnificent, with a cathedral 500 feet long and arches 60 feet high, some 50 more churches, convents, a university, etc.

*Magnificent Views* — wide, sweeping views of valleys and mountains, clear, blue lakes and volcanoes.

*Uniform Pattern of Cities and Villages* — an open square or plaza, sometimes like a park with trees and flowers, sometimes bare and used for a market, a church at one end of the square, usually a school, government building and shops on the other sides. Houses in the city are generally of plaster with tile



roofs; in the country of poles or corn stalks with thatched roofs. Churches are mostly 17th and 18th century Spanish architecture, sadly in need of repair, and the weirdest collection of saints inside and dozens and dozens of vases of dead gladiolas or calla lilies. At the church at San Francisco El Alto I had the interesting experience of seeing 14 Indian babies baptized.

*Markets* — Indians jogging along the road carrying loads to market, streets crowded with people selling everything — coffins, furniture, food, flowers, clothing, pottery, pigs, etc.

*Women Washing* — they seemed to be forever washing clothes in the streams or in public washing troughs. babies often bobbing up and down as the mothers scrubbed; women carrying water jars on their heads with ease and grace.

*Mixed Population* — In the cities a mixture of people in native dress, people in all stages of western attire; Ladinos (which means foreign, mixed, or anything not pure Indian) probably predominate in the cities and are to be found scattered throughout remote villages, though the population is said to be 65% Indian. Certainly they have racial problems equal to those in any other country.

We left Guatemala by plane, stopping for 24 hours in Merida, where we had an interesting glimpse of life in the Yucatan, as well as a view of Mayan ruins.

If any of you have a two-week vacation. I do not believe that you can spend it more pleasantly or profitably and with less expense for value received than to take a plane trip to Guatemala.

## SCRAPBOOKS

By Ruth Dunwody '31

I have two hobbies, scrapbooks and music; and the first helps me have time to enjoy the second.

It all began in the 1930's when I helped a Junior Music Club with the scrapbook they were to enter in the contest at the state convention. It won second place, and from then on the club won first place until it could claim permanent possession of a beautiful loving-cup.

After that I started music scrapbooks of my own — of various artists and of opera. Later, about the time King Edward VIII abdicated, I began one of the

English Royal Family. Then I made a book of the historical and geographical paintings which I had saved (covers from The Literary Digest magazine). Since I taught a Sunday School class and also played the piano in the Primary Department, I made a scrap-

book of children's sacred songs, stories, and material for worship programs, and another of sacred paintings.

In thirteen years of teaching school I have accumulated many professional magazines. I wished to have full use of them year after year, but they were too heavy and too numerous to carry around. If I wanted them at school they would be at home, and if needed them at home they would be at school. I decided to take them apart carefully and save only what I needed. Now I have scrapbooks on reading, phonics, number-work, seatwork, language, health, penmanship, art, and music, with two subjects in a book. This is a great time-saver when I want something new or something specific that I *know* I have. Otherwise I should have to hunt through many magazines. When it is time for my class to have a program, I can look through the scrapbook marked "Readings and Plays" appropriate to the special month of my program, for I have them according to months, and in proper order. If I don't use something in the book, it gives me an idea for something original.

I enjoy playing the piano and also sing with our volunteer choir. My scrapbooks help me to finish school work in time to practice with the choir and to have time to play the piano occasionally.

## Workman

### that needeth not to be ashamed

By Leone Bowers Hamilton '26

*This meditation has been adapted from a vespers talk made at Agnes Scott by "Redd" Hamilton, who is a recognized Georgia artist and teacher of art. She illustrated the talk with pictures from the work of artists old and new.*

If I should start the evening talk with prayer it would be

"Open, Thou, mine eyes that I may see."  
In this brief opportunity for thinking on art there is much to consider. First, there is the necessity to limit the observation to painting only, omitting sculpture, architecture, textiles. Next there is the observer to consider: his aims, his knowledge, most of all his attitude, his ability to respond to the beautiful. God has created many wonders. Are you a mortal who treads, unseeing, on a beautiful natural form while rushing forward to behold a glittering artifice? Nothing can be of use in your development unless you are capable of consciously perceiving it. Paul must have passed over the road to Damascus many times before he had the vision of enlightenment.

Now to consider the artist. His work will be none the less great if it goes unappreciated by you, but his opportunity to be of service will be greatly hampered. Browning gives insight into the soul of an artist:

"If you get simple beauty and naught else,  
You get about the best thing God invents:  
That's somewhat; and you will find the soul  
you have missed,  
Within yourself when you return him thanks".

Later in the same poem:

"You have seen the world  
— The beauty and the wonder and the power,  
The shapes of things, their colours, lights  
and shades,  
Changes, surprises — and God made it all."

The question? Not "What is the subject?" or "Does he copy the object?" or "How clever is he?" . . . (Cleverness can be so hollow. Judas Iscariot was clever; Andrea del Sarto, "the faultless painter," produced flawless representations of lifeless people on dead canvasses). The question rather for the artist is, Has he been capable of feeling. Has he an inner thrill of understanding of God's wonders?

To require Biblical subject matter for art is to put a Sunday face on it. It is apt to place painting in the realm of illustration only, to limit the mentality and the spirituality of the painter. There was a time when art was set aside for the church, when painters had

to paint a specific subject. Let us look at the work produced by these men with our minds disabused — especially in the case of the madonna theme. The artists did not paint from the subject, for they lived more than twelve hundred years after the time of Mary. They added symbols (e.g., haloes) now thoroughly acceptable to you, but admittedly not realistic. Many pictures from this period are the works of masters; they are good paintings.

Artists have responded in many ways to creation. The real artist works ceaselessly, tirelessly, seriously in the joy of creating; for is he not also "in His image"?

What is there for you to do? Recall if you can, one really inspiring picture on the walls of your church or Sunday school building. Is there any variety, or are there only trite variations? Yet the inspiration of greatness is one of God's gifts to man!

"What is man's chief end?" To glorify God and to enjoy Him forever is the answer given in the Westminster Shorter Catechism. Let us look again to Browning's poem, "Fra Lippo Lippi." Near the close he says

"Art was given for that;  
God uses us to help each other so,  
Lending our mind's out."

If a man stretches his soul to the limit he may produce a great piece of work. Are you to be developed more fully by using your capacity to understand? Take time, take time to perceive, to develop. "Take time to be holy."

## Veiled Victory

*Veiled Victory*, a volume of poems by Annie Graham King '06, was published in the spring by Bruce Humphries, Inc., Boston. Miss King has previously published articles, fiction and verse in magazines and has written several religious pageants.

The poems in *Veiled Victory* are marked by sincerity of feeling and simplicity of expression, a pleasant lyric gift communicating the author's feeling to the reader with smoothness of rhythm and skillful handling of stanzaic structure. There is in the best of them the mystic's awareness:

Then suddenly the light shone through—  
I, fleck of dust, was set on fire!  
For God Himself drew close to me,  
And only God was my desire!

Miss King, who lives in Selma, Alabama, took a degree at Vassar after graduating from Agnes Scott and has studied English at Columbia and at the University of Colorado. She is president of a local writers' club and has won a number of state poetry prizes.



# Class News

## DEATHS

### Institute

Lucie Harris Green Gardner died at her residence in Decatur, June 21.

Maggie Cotten died June 3.

Mamie Estelle Brown Gardner married Charles N. McCulloch April 28, 1949, and died a few months later, December 10.

Addie Boyd Pattillo lost her husband, James Raleigh Pattillo, in June.

### 1912

Marie MacIntyre Alexander lost her husband in April. Coach Alec was Director of Athletics at Georgia Tech. A memorial to be erected in his honor will be called Alexander Hall, a tremendous building which will house a training center, basketball games, and an auditorium in which commencement will be held.

### 1916

Eloise Gay Brawley's mother, Mrs. Thomas Bolling Gay, died Aug. 15, in Atlanta. Mrs. Gay was an active worker and Sunday School teacher at the First Presbyterian Church in Atlanta for 50 years.

### 1919

Lulu Smith Westcott lost her mother this summer.

### 1925

Larsen Mattox Magill died July 14. Larsen had been an educator for many years, and at the time of her death was principal of the Wyomina Park Elementary School in Ocala, Fla.

### 1928

Madelaine Dunseith Alston lost her mother this summer.

### 1929

Bill Williams, husband of Helon Brown Williams, deceased, died Sept. 5 in Little Rock, Arkansas. Their daughter Brownie entered Agnes Scott this fall as a freshman.

### 1931

Frances Musgrove Frierson lost her husband in March.

### 1932

Catherine Baker Matthews' husband Al, lost his father, Al Matthews, Sr. in August. Mr. Matthews was a prominent Atlanta furniture dealer and manufacturer.

### 1935

Betty Fountain Edwards' aunt, Miss Berthe A. Landru, died July 11. She had lived at the Alumnae House for two years.

### 1936

Sarah Jane Traynham died Aug. 24, in a private hospital in Atlanta, after a long illness. She was the editor of Southern Surgeon.

### 1941

Martha Moody Laseter and Brand lost their older daughter, Patricia, on June 28, in Plant City, Fla.

### 1942

Shirley Smith Still's father died in September, 1949.

### 1943

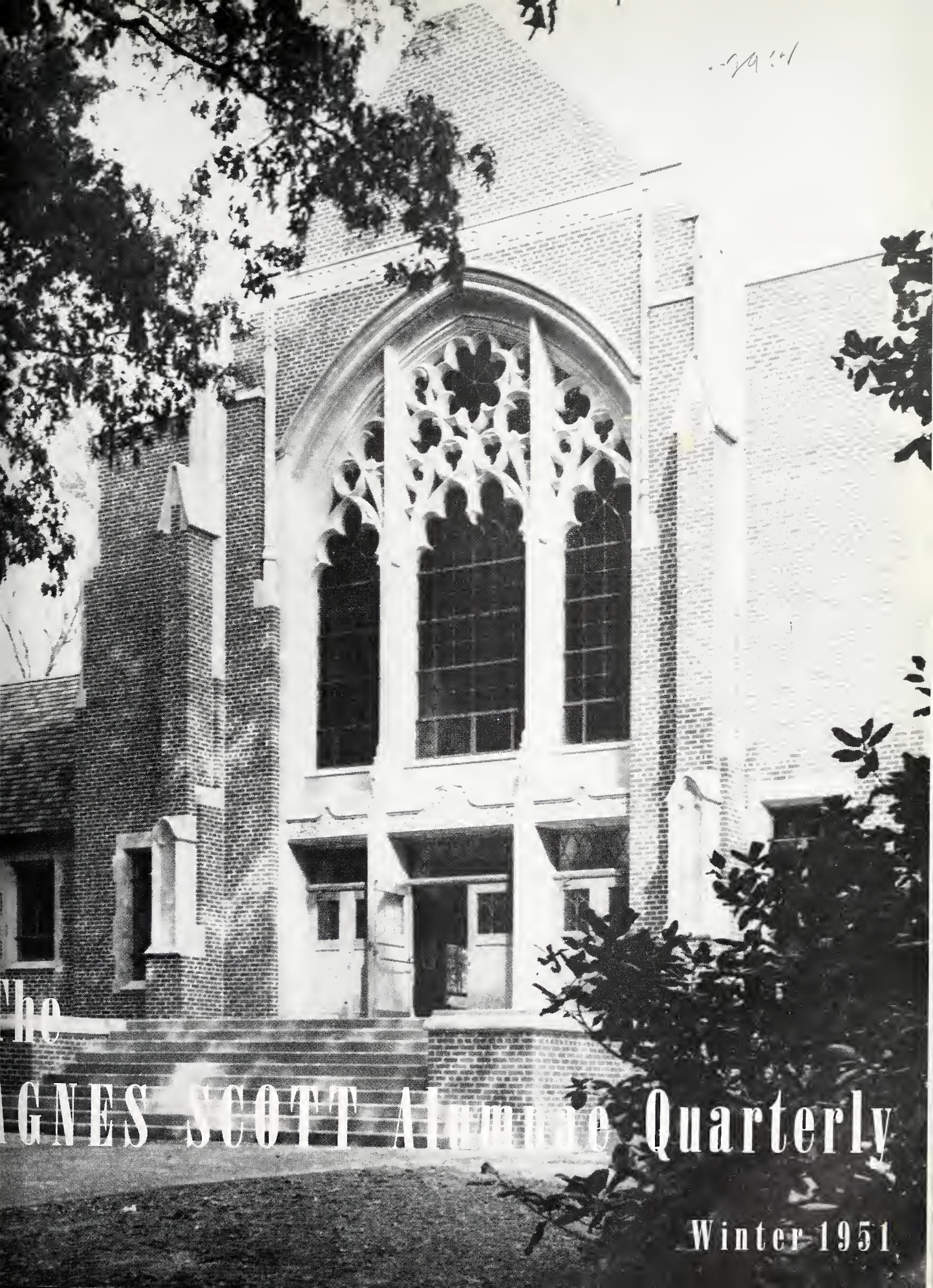
Martha Ann Smith Roberts lost her mother, Mrs. W. Sam Smith, in June.

The Library  
Agnes Scott College  
Decatur, Georgia

## Campus Calendar

- October 5—Honors Day. Phi Beta Kappa address by Former Dean Mildred Thompson of Vassar, now a member of University of Georgia faculty. Presser, 10:30 a.m.
- October 17—Unveiling of model reconstruction of Solomon's Temple based on research by Professor Paul Garber, head of the Department of Bible at Agnes Scott. Lecture by Dr. George Ernest Wright of McCormick Theological Seminary, Chicago.
- October 26—Aaron Copland, leading American composer and writer on music, presented by Lecture Association. Subject: The Appreciation of Contemporary Music. Presser, 8:30 p.m.
- November 4—Investiture, Presser Hall. Call DE 2571 for time.
- November 18—Mortar Board Recognition. Presser, 10:30 a.m.
- November 20—Dedication of Letitia Pate Evans Dining Hall, 3 p.m.
- January 31—Alumnae Day. President E. C. Colwell of the University of Chicago will speak.
- February 27—Pearl Buck, eminent writer, presented by Lecture Association, Presser, 8:30.





The  
AGNES SCOTT ALUMNI Quarterly

Winter 1951



# The Alumnae Association of Agnes Scott College

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The Agnes Scott Alumnae Quarterly is published four times a year (November, February, April and July) by the Alumnae Association of Agnes Scott College at Decatur, Georgia. Contributors to the Alumnae Fund receive the magazine. Yearly subscription, \$2.00. Single copy, 50 cents. Entered as second-class matter at the Post Office at Decatur, Georgia, under Act of August 24, 1912.

**The**  
**AGNES SCOTT**  
**Alumnae Quarterly**

Agnes Scott College, Decatur, Georgia

Volume 29, Number 2

Winter, 1951

THE LETITIA PATE EVANS DINING HALL ..... *Inside Front Cover*

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ELEANOR N. HUTCHENS '40 EDITOR



## The Letitia Pate Evans Dining Hall

[See front cover for exterior view]

Apart from academic matters, perhaps the most striking single change in life at Agnes Scott since Main was built has been wrought by the addition of the new dining hall and kitchen. Constructed with funds provided by Mrs. Letitia Pate Evans of Hot Springs, Va., a trustee of Agnes Scott, and her friends, the magnificent Gothic refectory has made meals the occasions they should be. The clatter and the babble are gone. The old hard chairs and the long tables, at which it was impossible to carry on general conversation, have been replaced by handsome and functional furniture. Mealtime surroundings combine ancient spaciousness with modern color and cheer. Everything is *right*: even the dishes were designed especially for the building. And more than one faculty member has remarked that the small, delightful faculty dining room is the best present the faculty as social beings have ever had.

The building was dedicated one afternoon in November, with Mrs. Evans present. A highlight of the ceremonies was the unveiling of her portrait in the foyer. Dr. F. Phinizy Calhoun conducted the program, which included addresses by Board Chairman George Winship, President J. R. McCain, John A. Sibley, and Hughes Spalding.



*Alumnae often write that they know of "good Agnes Scott material" and wish they had up-to-date facts to use in presenting the College accurately to these girls. The Registrar's Office promptly sends them its bulletins, which give a comprehensive picture of every phase of Agnes Scott life. For alumnae who have had the same wish but have not written, the Alumnae Office has compiled this summary.*

## "Tell Me About Agnes Scott"

When a high school girl asks you about Agnes Scott, do you tell her that all dates take place in one large room in Main with a chaperon in each corner? that music practice rooms are on the fourth floor of the same building? that admission requirements are completely arbitrary?

Of course you would not misrepresent the College wittingly; but if you are not informed on regulations *as of 1951*, you can't give accurate answers to that high school girl. Agnes Scott, like other good colleges, has moved with the times. The campus has changed since your day even if you graduated in 1950. (But be assured, the basic aims of Agnes Scott haven't changed since your day—even if you took your degree in 1906.)

If you would like full information for the girls who may question you, a postcard to the Registrar's Office will bring you the College Catalogue and a number of other publications to aid you in telling them about your Alma Mater. If you just need a general idea, here is a digest which may be of help:

### Social Regulations

In the first two quarters of the freshman year, student government rules take into consideration the facts that the newcomers are away from parental guidance for the first time and furthermore probably are not accustomed to a large metropolitan area like Atlanta. With a standing permission from parents, the new freshman may have two dates or other social engagements a week, including nights or weekends off the campus, and may move pretty freely in Atlanta and Decatur during the day. Under certain circumstances she must be accompanied by a senior or an older friend, but these circumstances are limited to situations requiring a greater knowledge of, and ability to get about in, Atlanta than most boarding freshmen have. In the third quarter of the freshman year the regulations are relaxed somewhat.

Sophomores may "single-date" three times a week until 11 p.m., and juniors and seniors have virtually no restrictions except time limit, which is 11:45 from Monday through Friday, 12:00 midnight Saturday, and 11:00 Sunday. Friday night's time limit may be extended by *several hours* for dances and other planned parties.

### Buildings

If you haven't been on the campus in the last six months, you can't imagine what a change the new dining hall has made; the "gracious living" we used to joke about is here. If you haven't been back in ten years or more, send for a viewbook. (Again to the Registrar's Office. No charge).

### Entrance Requirements

The Catalogue recommends, but does not absolutely prescribe, the following high school credits: English 4, algebra 2, plane geometry 1; Latin 3 if no modern language, or Latin 2 and modern language 2, or modern language 4. Students who do not meet the recommended language total will take an extra amount of language in college, but the extra hours will count toward the degree. Sixteen acceptable units are required in all. "Acceptable" means drawn from the following list: Bible, science and mathematics, social science, music (theory and literature), the subjects recommended above, and one or in some cases two vocational or semi-vocational units.

### Majors

Agnes Scott students now major in 19 subjects: art, Bible, biology, chemistry, economics and sociology, English, French, German, Greek, history, history and political science, Latin, mathematics, music, physics, psychology, Spanish, journalism and business economics (the last two by arrangement with Emory University). By planning their programs from the beginning of the sophomore year they may meet state requirements for public school teaching without summer or postgraduate study.

### Finances

Boarding student charges are now \$1200 a year, day student fees \$500. Nine scholarships ranging from \$1500 down to \$100 are offered in an annual competition (all requirements to be complied with by early February). Income from \$500,000 of endowed funds is available for student aid grants in addition.

## Salient Facts

Agnes Scott is the best-endowed independent woman's college in the entire South. This means its students can be given the most in addition to what they pay for. Twenty per cent of the cost of each student's education is paid not by her parents but by the income from College endowment.

A degree from Agnes Scott is not just a B.A. but an especially valuable B.A. because of the College's standing. Three years ago the education editor of The New York Herald Tribune wrote in that newspaper:

"Here and there in the North there has been an occasional tendency to look down academic noses at the higher education of women in the South. The idea seems to have been that Southern colleges were coming along in truly splendid fashion but had, perhaps, not quite arrived.

"This 'glance askance' may well be returned by Georgians, with interest if not amusement, judging from impressions gained on a recent trip to Atlanta. Established in Decatur, ten miles east of the center of Atlanta, Agnes Scott is a liberal arts college for 550 women, founded in 1889 and flourishing in 1948 . . ."

The whole article was on Agnes Scott as a leading Southern college.

Members of the Agnes Scott faculty hold degrees from more than sixty universities and colleges in this country and abroad.

The students in any one year usually represent about half the states in the Union and several foreign countries. They are of about a dozen religious denominations, with no one group in the majority. (Last year, for instance, Presbyterians led, but Methodists and Episcopalians together outnumbered them). The ratio of boarders to day students is about eight to five.

## As An Alumna

You know the rest. The College is always interested in your recommendation of new students; knowing both the College and the student herself, you can judge whether they are suited to each other. If you happen to have your eye on a girl right now, you can start Agnes Scott literature her way by mailing a postcard to the Registrar. (She doesn't have to be a senior; in fact, a high school freshman ought to know about college requirements as soon as possible.) Please indicate on the card when she will be ready for college.

To the high school girls you know, you are the leading authority on Agnes Scott College. This summary is an attempt to help you answer their questions without uncertainty on important points.

### MISS HANLEY, MR. BYERS MARRIED

Miss Edna Ruth Hanley, librarian of Agnes Scott, and Noah Ebersole Byers of Chicago, Ill., and Bluffton, Ohio, were married December 16 in the chapel of North Avenue Presbyterian Church, Atlanta. Vice-President Wallace M. Alston of Agnes Scott performed the ceremony.

Mr. Byers has been dean and professor of philosophy at Bluffton College. For the last year he has been visiting professor of philosophy at Bethany Biblical Seminary in Chicago.

Mr. and Mrs. Byers are residing temporarily at 334 Adams Street, Decatur, Ga.

### CLARKE-ORR

Mrs. Rebekah McDuffie Clarke, former director of the Agnes Scott Choir and instructor in music at the College, was married December 28 in Tampa, Fla., to Donald Fraser Orr. They are at home at La Delle Apartments, No. 5, 13th Street, Columbus, Ga.

## Rates at the Alumnae House

	Rooms		
	<i>Active members of association</i>	Shared Bath	Private Bath
1 person		\$2.00	\$3.00
2 persons		3.00	5.00
<i>Non- members of association</i>			
1 person		\$3.00	\$4.00
2 persons		5.00	6.00
Parties			
1-15 guests		\$3.00	
15-30 guests		\$5.00	
30-100 guests		\$10.00	

For reservations call Mrs. Ketchin, DE. 1726, between 8:30 and 1:30 from Monday to Friday and between 8:30 and 12:30 on Saturday; or write to her, Mrs. Eloise Ketchin, giving arrival time.

## Humor

### As a Personal Resource

BY GEORGE P. HAYES  
*Professor of English*

A certain sprightly old Quaker lady, over eighty, discovered in Shakespeare's *Henry V* what became one of her favorite lines. Whenever the old lady wanted to stir into action her children or grandchildren, she would utter Fluellen's exhortation to his comrades: "There's throats to be cut and work to be done!" She was always a pacifist, the gentlest soul alive, and only about four feet high, but out would come the line, "There's throats to be cut and work to be done!"

Such bloody language on lips so gentle is inappropriate, incongruous. Incongruity is the basis of humor.

In his parody of Civil War novels Stephen Leacock describes the uncomfortable position in which General Braxton Bragg found himself: "His front rested on the marshes of the Tahoochie River, while his rear was doubled sharply back and rested on a dense growth of cactus plants." Incongruity again, from bringing together images or ideas that should be kept apart.

Incongruity may result from an inversion of normal values. Flowers are less important than human beings. But one day Walter Savage Landor, in a fit of temper, threw his cook out of the window and the man landed on the flower bed below. Landor rushed to look out of the window exclaiming, "Good heavens! I forgot the violets!"

The greatest incongruity in human life is man himself—part flesh, part spirit—an incongruity the two aspects of which philosophers find it hard to interrelate in a single individual. We are mind and body. Out of this human incongruity come the immortal pairs of humorous characters—one idealistic, the other realistic: Don Quixote and Sancho Panza, Mr. Pickwick and Sam Weller. Scholars tell us that Sancho Panza was an afterthought; perhaps Sam Weller was too. But in a deeper sense this is not the case. Mr. Pickwick seems to cry out for a Weller to protect him; and Mother Nature, having given us a Don Quixote, must needs supply a Sancho Panza. The innocence of the dove must pair with the wisdom of the serpent. These complementary characters, comprising between them most of human nature, cannot be kept apart. Yoke these opposites in a single team, and laughter ensues.

According to the humanist Santayana, "Everything in life is lyrical in its ideal, tragic in its fate, and comic in its existence." If then we are to see life as it is, in the round, we must see it from more than one angle. Thus we can see love as comic, in *A Midsummer Night's Dream*, or as tragic, in *Romeo and Juliet*, plays written about the same time.

Academic dress, such as you see before you, may be viewed seriously as the outward token of liberal education which stretches back through the centuries without a break to the original Academy of Plato. But it may also be viewed in a comic-satiric light, as by Pascal when he says that imagination is "the mistress of the world . . . Our authorities have known well this mystery. Their red robes, the ermine in which they wrap themselves like furry cats . . . and all such august apparel were necessary; if . . . the doctors had not their square caps and their robes four times too wide, they would never have duped the world, which cannot resist so original an appearance."

The two principal angles of vision—serious and comic—from which we look on life are like our two eyes. One eye enables us to see, but the second eye adds depth, perspective and lifelikeness. It follows then that a man without a sense of humor is a man with only one eye. Shelley once said to his friend Hogg: "I am convinced that there can be no entire regeneration of mankind until laughter is put down." The only answer to that is more laughter. Shelley saw with only one eye. In the words of Samuel Butler, "He who knows not how to wink, knows not how to see."

We have seen that man himself is an incongruity. On the one hand, he is incurably foolish. On the other hand, he has the power to recognize his folly by the light of reason and to smile at it. "For what do we live," asks Mr. Bennet, "but to make sport for our neighbors and laugh at them in return?" Everyone is at least a little mad. The classic example here is of course Don Quixote. But remember what one old Quaker lady said to another: "Sometimes I think everybody is a little queer but thee and me, and sometimes I think thee is a little queer."

Nor are we to suppose that the intelligent among us are necessarily more exempt from folly than others. The thesis of Shakespeare's *Much Ado* is that the greater the wit, the greater the dupe; and the same theme is set forth on the tragic level in *Oedipus Rex*.

Since no one can be certain just how foolish he is, the best tactic, on the human level as on the religious,



is to place ourselves at the bottom of the human heap and there "light upon some settled low content."

I'm nobody! Who are you?  
Are you nobody, too?

How dreary to be somebody!  
How public, like a frog  
To tell your name the livelong day  
To an admiring bog!

To put ourselves at the bottom of the social ladder won't keep us from playing the fool, however, for, as Santayana says, "It is important not to be a fool, but it is very hard." It is very hard—perhaps because as Erasmus remarks, Jupiter, in order that life should not be sad and harsh, imprisoned reason in a cramped corner of the head and turned over all the rest of the body to the emotions. Hence our emotional and subconscious life is ever ready to revolt against the rule of reason.

In that connection, consider the interesting case of Charlie McCarthy. The humor of Charlie lies first, as in all great humor, in the firm illusion on the part of the audience that Charlie is an actual personality, and second in the brash impudence of his remarks at the expense of many people, including celebrities of screen and radio. In these two respects Charlie is precisely the modern counterpart of the Shakespearean fool. Charlie has the license of the privileged jester. He says what we would all wish to say to eminent persons. He utters the unutterable.

And note how Charlie came by this impudence. Edgar Bergen is the shyest of men. During the great depression he made a bare living with Charlie on the vaudeville stage. (This was before Charlie had become impertinent.) Then Bergen lost his job and finally he lost confidence in himself as a ventriloquist.

In a last appearance at a nightclub, furious with himself and with the world, Bergen, through the medium of Charlie, suddenly burst forth with an attack on himself as ventriloquist, then he turned the attack upon the audience. The audience howled; and at that moment the Charlie that we know—brashly impudent—was born. After the show Bergen said, "I just had to get those feelings off my chest." His outburst had come from the depths. Decorum momentarily went by the board; the unexpressed and the subconscious had found release; and the audience found release, too. Irresponsibility and irreverence had had their brief day.

Many of the world's great comic characters have been similarly created in a holiday from the rule of right reason, which we all need sometimes. On such an occasion nonsense may well be the order of the

day. Some people would say that nonsense should be ruled out of the universe altogether; but it's wonderful how much of it there is in many of the world's greatest writers, such as Shakespeare, Rabelais and Aristophanes. No one was ever more sensible than Jane Austen, yet Jane delighted in nonsense sometimes altogether. One might almost conclude that a vein of nonsense is a necessary part of the equipment of the completely rounded man of sense. Even stupidity has its uses, if only as a butt for laughter. "Mortimer, how can you be so stupid!"

Our ancestors, from the days of the Greeks down through the Romans and the Middle Ages to the Renaissance, recognized the importance of an annual topsyturvy time in which Nonsense should rule for a day. The Greeks called it the Dionysiac festival, out of which came Aristophanes. The Romans had their Saturnalia and their Kalends. In the Middle Ages they called it the Feast of the Fools or the Feast of Asses. On that day clergy and laity exchanged clothes. A boy bishop and a dean or pope of fools were elected, and even the divine service was burlesqued. Those at the bottom of the social hierarchy had one cherished day of misrule, and for centuries no regulations from on high could stamp it out.

Even here at Agnes Scott you celebrated yesterday "Little Girls' Day." Lord, what fools these mortals be! Some people relapse into childhood very readily. You found release through a brief inversion of values. You were to assume womanhood today, so you reverted to childhood yesterday.

One night last year we all had a similar release in *The Taming of the Shrew*. A wild and harum-scarum frolic like that is exactly what Agnes Scott needs periodically. Such a riotous release, such a notable breach of decorum would not have been possible in this hall under any sponsorship less august than that of William Shakespeare—and the Agnes Scott Lecture Association.

We have seen thus far that humor springs from an awareness of incongruity and that that incongruity goes back ultimately to the dual nature of man. Human reason laughs at our irrational behavior, and on the other hand Unreason within us—our subconscious and emotional life—craves occasional release from a too strict rationality and decorum.

At this point we should note a difference between satire and humor. Satire aims at reform. Charlie Chaplin's movie "The Great Dictator" was a satire on the folly of world conquerors. The greatest humor, on the other hand is not satiric but sympathetic. It

sees the folly of Sir Andrew Aguecheek, but it would not change Sir Andrew for the world. His egoism is ours and we delight in the humor of it, the difference between him and us being that we try to conceal ours, whereas Sir Andrew has an innocence of heart and simplicity of mind which reveal his to all the world. To adapt the famous words of Uncle Toby, there is a humor in our honest folly; 'twere a pity to change it for wisdom.

The humorist does not divide people into sheep and goats. One college president has said that it is his business to divide the sheep from the goats and to prevent the goats from getting a sheepskin. But the greatest humorists are like a certain type of mystic—St. Catherine of Genoa or St. Francis of Assisi: they refuse to anticipate the results of the judgment day. On the one hand we are all goats, and on the other hand we may be viewed as sheep—that is, as well meaning to be enjoyed in our follies and to be loved in our eccentricities, our blind spots, our harmless vanities.

An old book tells of a child who was complaining about the summer drought, to which an old country man replied, "Don't quarrel with God's sunshine; you can't make it and you might mar it." So with people; we can't make them, and who are we to say that our remaking would improve them? For those very defects may be, as Horace says, only the obverse side of certain virtues. Indeed we often love our friends for their very defects and absurdities. In fact, says Agnes Repplier, we cannot love anybody at whom we have not laughed. And Charles Lamb reports that he never made a friendship "with any that had not a tincture of the absurd in their character." "Can he be a sensible man?" asks Elizabeth Bennet of an expected newcomer. "I hope not," replies Mr. Bennet. And he isn't, thank goodness; he is Mr. Collins.

Now that we have before us some of the aspects of the humorous attitude toward life, I believe you will think it a viewpoint worth developing. It can be developed. The humorous way of life is a path to be traveled, and anyone can start upon it anywhere, anytime. Let us explore along that path.

Begin by always being on the lookout for grist to your mill. The classic example here is Falstaff, who, though sent on a military commission through the country, was all the time quietly observing people, particularly Justice Shallow, from a comic angle and building up a treasury of humor which he would later lavish on Prince Hal:

I will devise matter enough out of this Shallow to keep Prince Harry in continual laughter . . .  
O! it is much that a lie with a slight oath and a

jest with a sad brow will do with a fellow that never had the ache in his shoulders.

But before we laugh at others, we had better start by laughing at ourselves; for someone may turn on us and say, with Horace, *Thou bigger fool, pray spare the lesser!*

All we need is a good starting point, whether in ourselves or in others, on which to build. Then follows what in the great humorists is the high creative moment. That moment is caught for us by Jane Austen's niece.

Aunt Jane would sit quietly (doing needlework) beside the fire in the library, saying nothing for a good while and then would suddenly burst out laughing, jump up and run across the room to a table where pens and papers were lying, write something down, and then come back to the fire and go on quietly working as before.

At the moment here recorded we perhaps see Jane experiencing her sheer ecstatic delight in creating a fool, for example, Mr. Collins.

The humorist begins with observation of life and on that he builds his imaginative creation, expanding it intuitively from the starting premises. The final product is something truer than actuality, more logically developed and more intensely alive.

Take, for example, Petruchio in the *Taming of the Shrew*. Petruchio is acting a role throughout. He is going to cure a masterful woman by being more masterful. If she is full of sudden whims and imperious fancies, he will be more so. As Hazlitt says, he metamorphoses her temper by first metamorphosing her senses, so that the moon becomes the sun and the sun the moon. "He acts his assumed character to the life, with the most fantastical extravagance, with complete presence of mind, with untired animal spirits and without a particle of ill humor from beginning to end." All this is of the essence of the comic spirit. And to Petruchio and Kate it bodes "peace and love and quiet life."

If Petruchio plays one part, Falstaff plays many. In fact he is always impersonating someone, like Shakespeare himself, the supreme impersonator. His every word is double talk. He is not lying; he is merely exercising his imagination. And the highest proof of his supremacy as a creative humorist is that he is so relaxed.

Now I make bold to say that the path traveled by Falstaff is invitingly open to us all. We too can transform and enhance experience with the aid of the humorous imagination. We too can play a role for humorous effect, if it is only to exaggerate our innocence or our stupidity and project it before others. The es-



sence of the situation is a certain ambiguity of expression. We say one thing and mean another. It may be nothing more than the ambiguity resulting from bad grammar:

Mrs. S. was the last to enter the dirigible.  
Slowly, with her huge nose pointed skyward she  
headed for the distant horizon.

Or it might be ambiguity of word-play. President Neilson of Smith College got into conversation in a Pullman car with a traveling salesman who revealed that his business was in skirts. The salesman inquired what Neilson's line was. Neilson replied, "The same as yours—skirts."

As we explore our way along the path of humor, we might try a sally of wit. For example George Jean Nathan said of a certain playwright what applies to the radio and TV script writer of today: "He wrote his play for the ages—the ages between five and twelve."

Nor should we forget how the great humorous books can help us to incorporate into our viewpoint their special angles of comic vision. In just that way one great humorist, while adding something of his own, derives from another—Jane Austen from Fielding, Fielding from Cervantes, Cervantes from Rabelais, Rabelais from Erasmus, Erasmus from Lucian, and Lucian from Aristophanes. So we in turn, without the genius of these, can learn from them, while ultimately working out our own perspective which will be a little different from any that has gone before.

We have been considering some of the landmarks along the humorous path of life. That path runs parallel at many points to the path of the mystic, the contemplative, the saint.

Humor, like contemplation, is a good in itself—an end, not a means. Like contemplation it experiences a pure poetic rapture in the present moment. It has a touch of timelessness, of infinity, about it. Nothing is more characteristic of the great humorous characters than the atmosphere of spacious leisureliness which envelopes them. Like the contemplatives they seem to move out of time into eternity. The symbol of this movement is their sallying forth upon the highroad of life. Consider Chaucer's pilgrims en route to Canterbury, Falstaff moving easily through Gloucestershire, Don Quixote and Sancho Panza journeying—who knows whither?—over the plateau of La Mancha, Tom Jones and Parson Adams, Pantagruel and Panurge on their way—O so slowly!—to the Holy Bottle, the Pickwick Club and Sam Weller bent to observe mankind, and those immortal companions, Huck Finn and

Negro Jim, floating softly down stream on the bosom of the Mississippi River and of pure poetry. These people are hardly going anywhere. Their ostensible end is a mere pretext. The whole lot of them are almost contemplatives living in the eternal presence of God's sunshine.

And now, let us here present look at ourselves and one another in the light of this contemplative comic spirit. Three groups are gathered in this hall: parents, students and teachers. Let us begin with us teachers and scholars and see how we might well regard ourselves as comic victims.

According to George Meredith, a professor sitting on a sofa with beautiful ladies on each side is a pleasing spectacle to the Comic Muse. I myself see nothing comic in that. Yet Erasmus makes the same observation.

Take your learned man to a feast and he will  
mar the good cheer either by morose silence or  
by conducting a quiz. Invite him to a ball, and  
you will learn how a camel dances.

To borrow a figure from Irvin S. Cobb, a professor retreats from a group of young ladies "with the grace and ease of a hardshell crab trying to back into a milk bottle."

Consider the import of the statement in the seventeenth century English newspaper about a sermon preached by the "learned Dr. Barker": "Although his library had been burned, (he) gave . . . an excellent sermon." Or as members of this faculty say to each other, "These investiture speeches are nothing but a string of quotations anyway."

Each of us professors considers his subject the key to the universe, as the dancing master in Moliere's comedy thought all the ills of the world came from not knowing how to dance. We all want to save the world, but each according to his own peculiar formula, like Don Quixote and the windmills.

Then there are the words of Morris Cohen of the City College of New York: "No man, no matter how critical, can stand up before a class and refrain from saying more than he knows."

We teachers traffic in the wisdom of the ages; we are not necessarily on that account wise. This contrast between the subject matter and the purveyors of it is brought out in an interchange in *The Taming of the Shrew*:

Gremio: O this learning, what a thing it is!  
Grumio: O this woodcock, what an ass it is!

Many centuries ago Dante wrote an elaborate treatise on astronomy. The very basis of his system was des-



tinued to be completely overturned; yet Dante concludes his exposition solemnly: "The truth has at last been discovered." That is the almost inevitable folly of us scholars. Or, as a rather dogmatic teacher at Agnes Scott used to say, "I may be wrong—but I know I'm not."

Last scene of all in this eventful history of the teacher is represented by the reply of Richard Strauss in his later years when a friend asked him to compose a concerto. Strauss answered, "I am an old man, and nothing comes into my head."

At this point the old graduate possessed of small Latin and less Greek rushes forward, eager to congratulate his favorite professor on being made *emeritus*. He cries, "O Professor Jones, I think you should have been made *emeritus* long ago."

Now for the second group represented here today—us middle-aged parents. Dr. Keppel, formerly head of the Carnegie Corporation, defined middle age as "that period, sometimes prolonged in duration, when you will be just as good as you ever were . . . in a day or so." There is a truth which we all recognize; but doesn't it help us to come to terms with it if we see it in this semi-humorous light?

Ogden Nash tells us that

Middle age is when you've met so many people  
that every new person you meet reminds  
you of someone else . . .

It's when you gulp oysters without bothering to  
look for pearls.

It's when you wouldn't visit Fred Allen or the  
Aga Khan if it meant sleeping on a sofa or  
a cot.

We fathers might take to heart the delightful remark made by the saintly Louis IX of France: "Vanity should be avoided, but every man should dress well . . . so that his wife may the more easily love him."

As for the mothers, we leave them, some of them—to see themselves as Helen Hokinson of The New Yorker saw them. It was one of Helen Hokinson's ladies who, after listening to the Philharmonic Orchestra, merely said, "I often wish I had kept up my mandolin lessons." And another, rising at the business meeting of a woman's club, announced, "I'm sorry, Madam President, there won't be any treasurer's report because we have a deficit."

Most family relationships are summed up in the request of the good Teresa to her husband, Sancho Panza: "Do thou but bring money home and leave me to get our daughter a husband."

This leads us to our third group here today, the daughters, and how they are to get husbands.

We are not now concerned with the classroom, though when I am there I often think of Shakespeare's comment on the sleepwalking of Lady Macbeth. The doctor says, "You see, her eyes are open." "Ay," replies the attendant, "but their sense is shut."

But let's get away from the classroom to youth in its untrammelled state. It was Goethe who defined youth as "drunkenness without wine." When to the drunkenness of youth you add the lunacy of love, you have a pretty kettle of fish indeed. I suspect that Biondella in *The Taming of the Shrew* expressed the secret wish of some of you when he said, "I knew a wench married in an afternoon as she went to the garden for parsley to stuff a rabbit and *so may you*."

Tom Paine gave us "The Rights of Man." About the same time Jane Austen proclaimed the right of woman—the "right to marry for love once in her life." And so, says Clifton Fadiman, summarizing a recent novel, "The boys (in college) go in for law, medicine, invention, sculpturing, merchandizing, manufacturing; the girls go in for the boys."

Jane Austen gives us the setting for a romance when she begins *Persuasion* with these words: "He had nothing to do and she had hardly anybody to love." From this situation, comes the madness of lovers, a condition of mind which even the austere Plato says is "the happiest state of all." The true humorist neither criticizes this state nor draws a moral. He just enjoys it, crying "Here is God's plenty."

He recognizes that folly as well as feeling enters into the attractions between the sexes. According to Erasmus,

Women please by . . . their folly; and this is seen by the nonsense a man talks with a woman and the quaint tricks he plays as often as he has a mind to enjoy the delights of feminine society.

Erasmus' view is borne out by a woman who certainly understood human nature, male and female—Jane Austen, who remarks acidly, "Inbecility in females is a great enhancement of their personal charms." That may be why, when Agnes Scott girls go on dates, they leave behind their Phi Beta Kappa keys.

The best brief picture of a young man in his folly is that described by the shepherd in *A Winter's Tale*. The old man is exasperated because his son has gone hunting and scared two of his sheep, and he cries.

I would there were no age between sixteen and three-and-twenty or that youth would sleep out the rest; for there is nothing in the between but getting wenches with child, wronging the ancientry, stealing, fighting.

Any father will recognize a fellow-parent there at

the same time that he can say with relief, "At any rate, our son's not that bad."

We have seen that the attitude of the true humorist is essentially contemplative. He regards the humorous view of life as an end in itself, a *value* not to be taken from him. But humor is not merely contemplative, it should also be carried into action; and humor infused into the active life to ease the burdens of humanity is humor at its very highest.

Nowhere is this more clearly seen than in the response of the common people to all forms of oppression and tyranny.

Humpty Dumpty sat on a wall  
Humpty Dumpty had a great fall.  
Not all the King's horses  
Nor all the King's men  
Could put Humpty Dumpty together again.

This jingle was apparently composed in the fifteenth century with the bloody dictator Richard III in mind; and one line of it,

all the King's men,

has become the title of a recent novel dealing with a would-be dictator of our own day and country.

I love sixpence, pretty little sixpence,  
I love sixpence better than my life.

These lines were inspired by the economical Henry VII.

To market, to market,  
To buy a fat pig.

The fat pig is Henry VIII.

Old Mother Hubbard who  
Went to the cupboard . . .

So on down through history humor has been the response of the human spirit to tyranny. It has helped to mitigate and make bearable oppression. It has issued from minds ultimately free, and it has helped to strengthen that freedom.

How we need a Mother Goose poet today when a modern dictatorship can accuse our government of waging war by dropping potato bugs in East Germany so as to ruin the food supply! But, as The New York Times says, the Russians had better watch out. "Some day some enemy will contrive a deadlier weapon. He will inoculate them with a sense of the ridiculous and then communism, with all its absurdities as well as all its wickedness, will perish from the earth."

There are times when people need desperately to laugh. Our pioneer ancestors, on the dangerous edge of the frontier, broke into "wild outrageous laughter" with their stories of Davy Crockett and Paul Bunyan.

The great humorists have been stout-hearted men—not forgetting that stout-hearted little lady, Jane Austen. They have laughed even on the deathbed. Artemus Ward refused to take the prescribed medicine even though he was dying. His friend Tom Robertson, the dramatist, said, "Do take it for my sake. There is nothing I would not do for yours."

"Is that true?" murmured the dying man.

"As gospel," said Robertson.

"Then," said Ward, "you take it."

On the morning of September 22, 1862, Abraham Lincoln called his cabinet to the White House. He began the meeting by reading aloud a humorous story of Artemus Ward. Salmon P. Chase, Secretary of the Treasury, listened with dry disapproval, noting afterward in his diary, "The President seemed to enjoy it very much." Then Lincoln laid aside the book by Ward and said he had made a "promise to his Maker which he proposed now to fulfill," and he read the Emancipation Proclamation.

There are people, says John Mason Brown, "luckless mortals, who by the injustice of circumstance or because of a certain granite in their characters are doomed to be caryatids for the suffering of others." Such a bearer of the burdens of others was Charles Lamb. When tragedy struck Lamb, he was twenty-one, your age. From then on till released in death, he lived, in a double sense, on the ghastly verge of insanity. Pursued by the Furies, how often must he have cultivated his native strain of humor with a wild desperation!

There have been girls no older than you, great of heart, who have found in some part of their souls a touch of humor to relieve with momentary gleams the night of suffering which has closed upon some loved one. They knew the price which they must pay in nervous tension and depression. So costly a sacrifice have they laid on the altar of love. Perhaps some of you are serving now in such a precious ministry of humor. At this point humor is suffused with the divine.

#### *Members of the Class of 1951:*

The purpose of the liberal arts college is to develop the full resources of the human spirit and to dedicate them to the highest uses. Among these personal resources is a sense of humor—not the grandest of the powers of man but one of the most human. Its home is not on the heights but in the "smiling valleys" and close to mother earth. It binds heart to heart in fellowship and is the touch of nature that makes the whole world kin. You will stand in need of it after the



high spirits of youth are gone and the burdens of life beset you.

It is an invaluable counterpoise. It was no accident that Jane Austen was an excellent dancer: the perfect and easy poise of her body was matched by a perfect and easy poise of mind; and one essential ingredient in that mental poise was her comic awareness. Here was a slip of a girl of eighteen with a comic vision completely mature.

A sense of humor is "one of the best friends mankind has ever had." Its native tone is contemplative enjoyment, but it may also be enlisted to help fight the battles of the world. No cynic or weak despaireer of mankind ever wrote a masterpiece of humor. Hu-

*Agnes Scott students over a span of 32 years knew "Miss Latin" Smith, about whose name possibly more legends have gathered than any other personality ever connected with the College. Dr. Smith died last summer in Florida.*

## MISS LILLIAN SMITH

In the fall of 1905 there came to Agnes Scott from New York state a small dark haired lady with even then a few gray hairs among the dark ones: Miss Lillian Scoresby Smith. She had received her degrees from Syracuse University and Cornell and was the first woman Ph.D. at Agnes Scott.

It did not take us very long to learn her entire devotion to her subject, the classical languages — which devotion may explain the fact that often she was thought of as the typical absentminded college professor. Many are the funny stories that are told of her that certainly show her in this light.

We learned very soon that devotion to whatever she had undertaken as well as to whatever friendships she had formed was a marked characteristic of Miss Smith. Shortly after she joined us she undertook the care of a small niece, Dorothy Keeney, whose mother, Miss Smith's sister, was ill. This little girl needed the loving care which her aunt so generously gave her. Later, when Miss Smith was broken in health, this same niece gave her in return as marked devotion as she had herself received.



mor at its height is one of the moods of the soul's magnificat.

Its attitude is not one of tolerance merely but of acceptance. We say to ourselves, "Our World is like this, we live in it and we accept it."

In closing, let us return to our shepherd in *A Winter's Tale*. We have already seen him hot and bothered about the escapades of his son. But immediately afterward he lights upon the babe Perdita and the gifts that lie beside her. What the shepherd exclaims at this moment we may say of humor:

This is fairy gold, boy, and 'twill prove so. Up with it, keep it close. Home, home, the next way. We are lucky, hoy . . . Come, good boy, the next way home.

While she was teaching at Agnes Scott she formed some strong friendships among her students, largely of course among those who majored in Latin and Greek, and whom she therefore knew best. You have only to talk to Lizzabell Saxon '08, Augusta Skeen Cooper '17, Emma Pope Moss Dieckmann '13, and many others to know how warm is their affection for Miss Smith. By many of us she is remembered very especially for her devotion to our first Dean, Miss Nannette Hopkins. But more marked even than her devotion to these friendships she so cherished was her loyalty to Agnes Scott College. When she had to give up her work in 1937 because of ill health and go to Florida to live, she did not give up her warm interest in Agnes Scott and all that concerned us. I have been told that she always subscribed to all of our publications; that she kept up every connection she had had with the College and that she showed her devotion in every way she could. When she became so ill that her friends knew she could not live much longer, she was persuaded to take her medicines and to do anything that would prolong her life, to make her more comfortable, by being told that the Dean of Agnes Scott wished her to do these things. As her niece once wrote in this last sad period, "We find that Agnes Scott College is the centre of her being."

As marked as her devotion and her loyalty was her soldiership—through this prolonged and often painful illness, before she was released from it all, she was ever the good soldier, bearing her suffering with patience and giving as little trouble as possible. Perhaps the only trouble that she ever gave her friends and relatives was the suffering they could not relieve and that she had to endure.

M. LOUISE MCKINNEY  
*Professor of English, Emeritus*



# Alumnae

## PROGRAM

- 8:30, 9:30 Regular classes open to alumnae.
- 10:15 Chapel. Address by President E. C. Colwell of the University of Chicago.
- 11:00 Session with President Colwell.
- 12:30 Lunch in the new Letitia Pate Evans Dining Hall. Cafeteria style. Pay 50c to cashier there. Make reservation with Alumnae Office in advance.
- 2:00, 3:00 Regular classes open to alumnae. New buildings (Infirmary, Observatory) and others open for inspection.

## SCHEDULE OF CLASSES

- 8:30 a.m. Bible 101 (Introduction), Mr. Garber. 206 Buttrick.  
Bible 220 (Church History), Mr. Gear. 205 Buttrick.  
Biology 207 (Zoology), Miss Groseclose. 3rd Science.  
Chemistry 205 (Organic), Miss Crigler. 1st Science, Room 3.  
English 101 (Composition), Miss Wier. 213 Buttrick.  
English 211 (Survey), Miss Trotter. 106 Buttrick.  
English 313 (Shakespeare), Mr. Hayes. 218 Buttrick.  
French 01 (Elementary), Miss Allen. 202 Buttrick.  
French 103 (Survey), Miss Barineau. 216 Buttrick.  
French 257 (Classicism), Miss Phythian. 204 Buttrick.  
Mathematics 101 (Algebra & Trigonometry), Miss Gaylord. 105 Buttrick.  
Political Science 201 (Am. Govt.), Miss Smith. 104 Buttrick.  
Psychology 307 (Experimental), Miss Omwake. 3 Buttrick.  
Sociology 203 (Introduction), Miss Smith. 219 Buttrick.  
Spanish 302 (Golden Age), Miss Harn. 201 Buttrick.  
Speech 105 (Fundamentals), Mrs. Webb. Studio in Rebekah.

# Day

9:30 a.m. Art 199 (Practice), Mrs. Bishop. 325 Buttrick. Student exhibit.  
Bible 201 (Introduction), Mr. Gear. 205 Buttrick.  
Biology 101 (General), Miss Bridgman. 3rd Science.  
Chemistry 101 (General), Mr. Frierson. 1st Science, Room 3.  
English 211 (Survey), Miss Leyburn. 209 Buttrick.  
English 332 (American Literature), Miss Christie. Room: Inquire in Buttrick.  
Greek 101 (Elementary), Miss Zenn. 207 Buttrick.  
French 101 (Intermediate), Miss Phythian. 204 Buttrick.  
German 101 (Intermediate), Miss Harn. 201 Buttrick.  
History 215 (American), Mr. Posey. 104 Buttrick.  
Mathematics 302 (Integral Calculus), Mr. Robinson. 6 Buttrick.  
Philosophy 301 (Hist. Med. & Mod.), Mr. Alston. 102 Buttrick.  
Sociology 311 (The Family), Miss Mell. 219 Buttrick.  
Spanish 01 (Elementary), Miss Cilley. 213 Buttrick.  
Spanish 101 (Intermediate), Miss Drake. 2 Buttrick.  
Spanish 101 (Intermediate), Mrs. Dunstan. 216 Buttrick.  
Speech 105 (Fundamentals), Mrs. Webb. Studio in Rebekah.  
Speech 105 (Fundamentals), Miss Gooch. Studio in Rebekah.

1:40-4:40 p.m. Laboratory sections in Biology 101 and 207, 3rd Science.

2:00 p.m. Classics 310 (Drama), Miss Glick. 207 Buttrick.  
English 305 (Chaucer), Miss Laney. Room: Inquire in Buttrick.  
History 316 (Old South), Mr. Posey. 104 Buttrick.  
Mathematics 328 (Statistics), Mr. Robinson. 6 Buttrick.  
Music 111 (Harmony), Mr. Martin. 4 Presser.  
Political Science 213 (Current Problems), Mrs. Sims. 102 Buttrick.  
Spanish 101 (Intermediate), Miss Cilley. 216 Buttrick.

3:00 p.m. French 207 (Conversation), Madame Brot. 202 Buttrick.  
Greek 203 (New Testament), Miss Glick. 207 Buttrick.

# Class News

## DEATHS

### Institute

Adeline Arnold Loidans died Nov. 23.

May Cleveland Dickert died in July at an Atlanta hospital after a long illness.

Mary Jones Campbell died Oct. 10 in a private hospital in Charlotte, N. C.

News has reached the office of the death of Jennie McPhaul Myers, which occurred in the last year.

Mamie Johnson Bierly died Dec. 3, in Tallahassee, Fla.

Bessie Morgan Austin died Aug. 24 in a private hospital in Atlanta.

George Hamilton, husband of Mary Carter Hamilton and father of Mary Hamilton McKnight '34, died Oct. 17

### 1910

J. Roy Nunnally died at his home in Monroe, Ga., Oct. 17. He was the husband of Allie Knox Felker Nunnally, a brother of Isabel Nunnally Knight, and the father of Clara Knox Nunnally Roberts '31.

### 1912

Benjamin Milner Blackburn, father of Antoinette Blackburn Rust, died Oct. 17.

### 1917

Mary Spottswood Payne lost her mother, Mrs. George Payne, Oct. 13

### 1923

Sarah Brodnax Hansell's mother-in-law, Sarah Granger Hansell, died Oct. 29.

### 1925

Frances Philpot died in September.

### 1927

Evalyn Powell Ogden died Aug. 1, in Little Rock, Ark.

### 1933

Marie Whittle Wellslager lost her father in September.

### 1947

William Arlie Thomason, father of June Thomason Lindgren '47, Sally Thomason Kell '51, and Margie Thomason '52, died Sept. 18.





Lib Norfleet Miller, Evalyn Powell Ogden's roommate while at Agnes Scott, writes: "I know the members of the class of '27 will grieve with me over the news of Evalyn Powell Ogden's death. As my roommate and very dear friend, she made the years at Agnes Scott even brighter and more enjoyable because of her cheerful and enthusiastic disposition. The sympathy of the class, Evalyn's other friends, is extended to Margaret Powell Gay '24, her sister, and to her mother and brother." Evalyn suffered a heart attack while directing preparations for a style show and was taken immediately to a Little Rock hospital, where she died a few days later, on Aug. 1.

Evalyn was personnel manager for the M. M. Cohen Co., and was prominent in Little Rock and Pulaski County club and social work. A former teacher in the Little Rock public schools, she served two terms as president of the Junior League in 1946 and '47. During World War II she was executive secretary at the Central Volunteer Office. She had also served as Red Cross executive secretary in Pulaski County and as a Junior League director.

At Agnes Scott, Evalyn was chairman of the freshman class and a member of Pi Alpha Phi, the Debating Council, and the Athletic Board; manager of the hockey team, song leader, president of the Athletic Association, and junior representative of the executive committee of the Student Government Association. She was on the hockey class team and varsity team, the basketball class team and varsity team, the swimming class team and varsity team, a member of International Relations Club, vice-president of the junior class, and a member of HOASC.







*Martha Stackhouse Grafton '30, shown here with her husband, Dr. Thomas H. Grafton, is new president of the Southern Association of Colleges for Women. She is dean at Mary Baldwin College. At the conference in December which brought her election, two of three symposium speakers were Agnes Scott alumnae: Dr. Florence Brinkley '14 and Dean Sarah Cragwell, ex-'21.*





RETURN POSTAGE GUARANTEED BY AGNES SCOTT ALUMNAE QUARTERLY, DECATUR, GEORGIA

Mrs. Woodbury

## Campus Calendar

### Founder's Day

If your city doesn't have an Agnes Scott club, write the Alumnae Office ahead of time for a list of alumnae there and plan a meeting Feb. 22! WSB broadcast tentatively set for 6:30 p.m.

### Alumnae Day

Hear the president of the University of Chicago, one of the foremost proponents of liberal education. Go back to class, too, and lunch in the new Dining Hall! January 31 is the date.

### Pearl Buck

will be presented by the Agnes Scott Lecture Association in Presser Hall, Feb. 27, 8:30.



Spring 1951

29.3



The  
SOCIETY OF SCIENCE Quarterly



THE  
ALUMNAE ASSOCIATION  
OF  
AGNES SCOTT COLLEGE

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*Special Events*  
FRANCES RADFORD MAULDIN '43  
*Vocational Guidance*  
MARY WALLACE KIRK '11  
*Education*  
ELAINE STUBBS MITCHELL '41  
*Publications*  
CARY WHEELER BOWERS '39  
*Class Officers*  
JULIA PRATT SMITH SLACK EX '12  
*House Decorations*  
GRACE FINCHER TRIMBLE '32  
*Residence*  
LAURIE BELLE STUBBS JOHNS '22  
*Grounds*  
MARY McDONALD SLEDD '34  
*Entertainment*

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**American Alumni Council**

The  
AGNES SCOTT  
Alumnae Quarterly

Agnes Scott College, Decatur, Georgia

Volume 29                      Number 3

Spring, 1951

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COVER: *Students using the Beck Telescope at Agnes Scott's Bradley Observatory during a partial eclipse of the sun. Photograph by Dorothy Calder.*

ELEANOR N. HUTCHENS '40, EDITOR

The Agnes Scott Alumnae Quarterly is published four times a year (November, February, April and July) by the Alumnae Association of Agnes Scott College at Decatur, Georgia. Contributors to the Alumnae Fund receive the magazine. Yearly subscription, \$2.00. Single copy, 50 cents. Entered as second-class matter at the Post Office of Decatur, Georgia, under Act of August 21, 1912.



# Do You Budget Your Benevolences?

If you do (and most of us have to budget everything pretty far in advance these days)—

*Please remember that the Agnes Scott Alumnae Fund will be resumed on July 1.*

The purposes of the Fund are to operate the Alumnae Association and to build toward a regular annual income for the College.

**Your Finance Committee hopes that the 1951 Alumnae Fund will be \$15,000. This sum would meet the expenses of the Association for the year and provide in addition a handsome gift to the College.**

American citizens are being called upon to give an ever-increasing number of good causes. So large is this number that, in order to give effectively, each of us must choose a few from the many—a few which reflect our most important interests and ideals and which promote the good we most believe in.

Liberal education is one of these causes. Alumni of independent liberal colleges can contribute to the cause of liberal education by giving to their alumni funds. Taken all together, the annual alumni fund drives of American colleges form a great national movement for mass support of liberal education.

So won't you budget what you can for July 1—the date when we shall be called upon to support liberal education through *our* College?

*The Finance Committee*

*Agnes Scott Alumnae Association*

BETTY MEDLOCK '42, CHAIRMAN

# GRANDDAUGHTERS, 1950-51

Forty-three students at Agnes Scott this year are the daughters of Agnes Scott alumnae. Seven are seniors, nine are juniors, 13 are sophomores and 14 are freshmen. Two—Emy Evans and Louise McKinney Hill—are *great-granddaughters*, the third generation to come to Agnes Scott. The mothers' Agnes Scott days range from 1901 to 1939.

## STUDENTS

Evelyn Bassett '53  
 Mary Birmingham '53  
 Ann Boyer '52  
 Patricia Cortelyou '52  
 Ann Cooper '53  
 Catherine Crowe '52  
 Katherine Currie '52  
 Julia Cuthbertson '51  
 Andrea Dale '51  
 Betty Ellington '54  
 Emy Evans '52  
 Joen Fagan '54  
 Betty Jane Foster '51  
 Catherine Goff '53  
 Sarah Crewe Hamilton '53  
 Florence Hand '53  
 Mattie Hart '52  
 Ruth Heard '52  
 Katherine Hefner '54  
 Louise McKinney Hill '54  
 Peggy Hooker '53  
 Carol Jones '54  
 Charlotte Key '51  
 Lilla Kneeland '54  
 Margaretta Lumpkin '52  
 Patton Martin '53  
 Joanne Massee '54  
 Marion Merritt '53  
 Diane Morris '53  
 Lilla Kate Parramore '53  
 Anne Patterson '54  
 Harriette Potts '54  
 Barbara Quattlebaum '51  
 Caroline Reinero '54  
 Sara Rose '54  
 Edith Sewell '53  
 Kathleen Simmons '52  
 Jenelle Spear '51  
 Marjorie Stukes '51  
 Anne Sylvester '54  
 Joanne Varner '54  
 Jane Williams '53  
 Mary Brown Williams '54

## MOTHERS

Edith Melton Bassett, x-24  
 Mary Wade Birmingham, x-15  
 Reba Bayless Boyer '27  
 Sarah Patton Cortelyou, x-18  
 Lelia Joiner Cooper '27  
 \*Catherine Graeber Crowe '26  
 \*Elizabeth Woltz Currie '25  
 Julia Hagood Cuthbertson '20  
 Alice Beck Dale, Inst.  
 Elizabeth Roark Ellington '28  
 Sarah McCurdy Evans '21  
 Elizabeth Pruden Fagan '19  
 Margaret Leyburn Foster '18  
 Catherine Nash Goff '24  
 Leone Bowers Hamilton '26  
 Christine Turner Hand, x-25  
 Janette Newton Hart '12  
 Nell Caldwell Heard, x-20  
 Jane Bailey Hall Hefner '30  
 Caroline McKinney Clarke '27  
 Louise Slack Hooker '20  
 Eloise Knight Jones '23  
 Frances Stuart Key, x-23  
 Lilla Sims Kneeland, x-25  
 Margaretta Womelsdorf Lumpkin, x-23  
 Helen Hendricks Martin '30  
 Sara Carter Massee '29  
 Marion Park Merritt, x-21  
 Virginia Broyles Morris '39  
 Dinah Roberts Parramore, x-22  
 Frances Glasgow Patterson '19  
 Catherine Shields Potts '23  
 Helen Burkhalter Quattlebaum, x-22  
 Clara Mae Allen Reinero '23  
 Lila Williams Rose '10  
 Margaret Bland Sewell '20  
 Eunice Kell Simmons '25  
 Ruth Spence Spear, x-24  
 Frances Gilliland Stukes '24  
 Annie Johnson Sylvester '25  
 Josephine Pou Varner, x-29  
 Lois Jennings Williams, x-25  
 \*Helon Brown Williams '29  
 \*Deceased

# The Scholar Outside The Ivory Tower

BY MILDRED R. MELL  
*Professor of Economics and Sociology*

Each year at Agnes Scott the group of students reading for honors has the privilege of enjoying the life of the scholar, in a heightened sense, for at least some of the hours of the senior year. The group is made up of students in a very real sense of the word, students who have reaped deep and abiding joy from the day by day process of accumulating intellectual and spiritual resources, and who can forget easily that the way of a scholar is hard, because the way of the scholar is infinitely worthwhile.

Keenly conscious of this personal satisfaction in being the scholar, I am tempted to use these few minutes at this dinner to talk about the values which come to us as individuals, when in our ivory towers in quiet and peace we can pursue the art of seeking to learn what is true in our own areas of interest. As a student of economics, I know that as one seeks to possess material things the law of diminishing utility inevitably comes into play. But never have I found it possible to apply that law as one seeks to possess the things of the intellect and the spirit. Getting understanding and thereby increasing our store of those values which are of the mind and the heart is not hemmed in by any law of diminishing utility. For that reason I really would like to talk tonight about the joys which come through the freedom to give rein to an inquiring mind. But each month that passes in the world of today makes increasingly important the need for inquiring minds to insure survival of the freedom to inquire, and to preserve those values that we of the Free World hold dear. Not that I would minimize in the slightest the personal and individual satisfactions that are the scholar's, nor would I minimize the importance of the quiet, unhurried search for truth as a worthy end in itself. But in this year 1950 it seems to be necessary for us to see personal satisfaction as a fine by-product, and for the quiet, unhurried search for truth to be sharpened and focused on getting understanding of our world which is in

sore distress. So I am going to talk about the meeting of the crying needs of this kind of world as the scholar's obligation, and I am going to give that obligation primary importance for at least these few minutes while you are the listeners and I have the floor.

We believe, of course, that no society can be a good society which fails to safeguard human personality in its individual aspects, and that no society can be a good society which fails to safeguard the search for truth whether it is related to any immediate useful end or not. But we also believe that the survival of a society in which the fundamental dignity of man is recognized must be safeguarded by enlightened or understanding leadership which can show others the way, and by followers who through understanding can discriminate between good and bad leadership. It is the vital contribution which scholarship must make in meeting these social needs which I want to ask you to think about tonight. There could be no clearer recognition that scholarship carries with it such responsibility than in the case of that socially minded group of atomic scientists whose joint statement made history a few years ago. You remember what I am talking about, I am sure. Einstein was one of that group which faced the need for careful research in the social effects of the use of the knowledge which had come out of their own laboratory research. Harlow Shapley says that the scientist does not "like this new out-of-the-laboratory life," but that he has a responsibility to "make it possible for civilized man to continue to live and create on this confused planet, and to make man want to live out his life to the full of his capacity. Yes, "the scientist has a role outside the laboratory."

I have used "scientist" here as a symbol of the trained seeker after truth, the scholarly research worker in whatever field. As each of you works in your chosen area, you may add to the sum total of verified



knowledge in mankind's store; but you may not, because of the limited time you can give to your work and perhaps to limited resources at your command. In either case, you belong this year to the goodly company of seekers after truth in their more or less ivory towers; and I am saying to you that you are a part of a vitally important process; that the world today depends for its welfare and perhaps its survival upon what comes from the search for understanding wherever it is going on. Jesus told us that the truth would make us free. Many centuries later, Francis Bacon said that knowledge was power. Today responsible inquiry must not only give us truth, give us knowledge, it must help us find the way to use freedom and power in accordance with the basic principles of our Christian Civilization. Irwin Edman points out that the scientists and humanists alike must make clear the right use of the power which knowledge brings. He says:

It may be power for power's sake, in the hands of unscrupulous men. It may be power for humanity's sake, if used by a world opinion itself educated to the point of view of responsible intelligence.

And he goes on to say:

The habit of inquiry will liberate the spontaneities of imagination. The human adventure in science itself, in art, in human relations will be sufficient nourishment for a faith in humanity and its future.

Could there be a time when such a faith is more needed? And could there be a time when humanity's future needed more to have the light of intelligent inquiry thrown upon it?

To try to make what I am saying more vivid I am going to use illustrative material drawn primarily from the social sciences because I feel at home in that field. If I were sure enough of my own knowledge, I would also draw from the humanities and the natural sciences.

In public affairs today one of the most important influences to be reckoned with is the general orientation we have in our role as citizens. This orientation more or less determines our approach to the problem of understanding the ebb and flow of mid-twentieth-century national and international life. In the October number of *Social Forces*, Alfred McClung Lee points out three "deeply conflicting major orientations of thought, interest, and knowledge" which he labels authoritarian, pressure group, and humanistic. Day-by-day examples illustrating these three orientations can be found in public discussions, newspapers, congressional debates, radio broadcasts, and dinner-table conversation.

In the resounding clamor of the post-war years, most of us have learned to recognize the general pattern of speech and action which emerges from the authoritarian orientation characteristic of the whole cultural complex of Russian Communism today. Its shaping hand shows up very clearly in every Soviet political pronouncement, but still more so in scientific pronouncements. For example, biological theory in the field of genetics is "good" science because of the authoritative dictum handed down by the government, and not because it has stood the test of careful scientific verification. From the material of the social anthropologists dealing with pre-literate peoples we can get examples of an authoritarianism which is less self-conscious, but just as real. When primitive peoples are asked why a certain practice is followed, the most conclusive explanation is simply, "that's the way we do it, we always have." The folkways carry with themselves their own authority. Here in the South we are surely familiar with the power of the folkways. We know the frequency with which it is said: "This is according to Southern tradition, this is the Southern way." There are Southerners who even go so far as to believe questioning of anything so labeled is not to be tolerated. This orientation makes the search for understanding become justification of the status quo, instead of objective analysis.

The Pressure Group orientation is something we are all more or less familiar with in our daily experience. Professor Lee says:

It is a catch-as-catch-can attitude toward knowledge. It looks upon research as a way of manufacturing ammunition, not as a way of understanding. All facts and views thus become functions of intergroup and intragroup conflict. What validity facts and views might have is merely in terms of their relation to and utility in current and long-term struggles.

For example: Here is something you wish to prove to be true. You get to work to find all the data that substantiate it, and you eliminate all data which contradict it. So here it is. You have proven it is true with an array of data, even statistical data, and there is great emotional satisfaction because you can hold to the idea you want to believe to be true. It suits you to think it has been investigated and proven, and it is ready to be used as ammunition in the struggle to attain your desired goal. This kind of orientation characterizes the very combative type of management, labor and political organizations with which we are all too familiar. My mail box is filled day after day

with their publications, which present one side of controversial questions disguised as good research studies. This sort of thing is an excellent example of pressure group orientation.

Professor Lee describes his third orientation, the humanistic, as "the one most truly representative of the scientific and democratic traditions," and he points out that his reason for calling it "humanistic" is that it is not characterized by the desire either to maintain the status quo, or to control social processes for the benefit of the few. Rather such orientation is built on concern for the welfare of mankind and faith in the potentialities of human personality.

This orientation makes us wary of accepting ideas without careful scrutiny so that we can feel as sure as possible that we know all the elements involved, and that whatever action we may take is a responsible one. When I was phoning last fall to remind persons who had promised to do so to go to the polls and vote against the county unit amendment, one man said: "Would that be anti-Talmadge?" I assured him that it would, and he assured me that he would vote my way. But that is not the reason that the League of Women Voters has stood against the county unit system for many years. The League has honestly studied the way in which the system works, and has carefully measured its effects on the democratic process. Through this objective analysis, the League some years ago took the stand that the system offers a danger to good government. The League developed its policy not through heated political controversy in the midst of name-calling, and emotion-charged atmosphere, but in the quiet of the conference room where the report of a research study could be calmly examined.

In the field of international relations heated political controversy filled with name-calling seems to be the only process which is going on. Reports from the Assembly of the United Nations give us stories of emotional fireworks being set off day after day. Decisions which will shape the future pattern of our lives are being made in the heat of controversy, and we could have little hope for them to represent a modicum of wisdom if they were not related to the calmer, more objective work of committees, commissions, and agencies which form a part of the total pattern of the UN. We of the Free World continue to recognize that we have assumed responsibility for helping to shape a world environment in which all people will have a fair chance for a decent life. That brings the necessity for knowing what the needs of

people are, what the obstacles are which prevent these needs from being met, what the ways are by which these obstacles can be removed, and what constructive programs can be initiated in which there can be co-operation toward the realization of common goals. To have the needed understanding for enlightened action takes an enormous amount of careful gathering of data, and careful analysis and interpretation of the data which research brings to light. This kind of work is carried on within the framework of the UN by commissions and agencies set up on both permanent and temporary bases. As time goes by, people will learn more and more to value this part of the work of the UN.

One of our recent visitors at the college told me that she was saved a great deal of bother making up her mind about public issues, that she waited to see which side a certain senator was on, and then she took the opposite side. She was joking, of course, because she is one of our highly respected scholars. I am sure that she examines public issues carefully, but I know some persons who really follow the method of procedure which our visiting scholar laughingly described to me, and when I talk to them I wonder if the trouble is laziness or lack of the training which would develop the habit of seeking understanding before passing judgment. If these persons were "humanistically oriented," to use Professor Lee's words again, I think they would feel responsibility for examining public issues carefully.

Translate all that I have been saying into the language of research and it means that disinterested and objective analysis of the varying aspects of human experience cannot but be broadly humanistic in its orientation. The very nature of such analysis rules out the possibility of its being shaped by authoritarianism or prostituted to the use of the pressure groups. In a way I am saying that genuine scholarship has a moral quality, in that it has a responsibility to be scrupulously honest, and to be ever mindful that whatever may be the results of the search for truth they are not to be shaped to suit some ulterior purpose.

It is in facing the many complex questions to be solved in our national affairs and in finding our way in the intricacies of a rapidly changing world civilization, that the scholar and his ways are desperately needed today. Intuitive judgments are not trustworthy in the complex society of our day, and pre-judgments tied up with strong group loyalties or personal prejudices can get us into terrible tangles, or even can



endanger our survival in a world which sometimes seems full of little but fear, suspicion, and hatred. One of our great needs seems to be to get a rapidly increasing number of people seeking understanding as the necessary basis of action, and for more and more scholars with the methods of research at their command who will guide this search for understanding. That is what it takes to answer such questions as these for example: Does government best serve the interests of the American people by accepting concentrated industrial power and regulating it, or by insisting on free competition in every branch of industry? Is industry-wide bargaining a dangerous trend toward monopoly, or is it an equalizer of bargaining power between integrated corporations and the workers? Because of recent paralyzing strikes is there need for legislative restraints, or are occasional deadlocks between contestants the price we must pay for the maintenance of a free society? I have not thought up these questions for myself, but have copied them from an announcement of a current series of volumes being prepared at Amherst College. My interest in them just now is not in being able to answer them, but in suggesting that they cannot be answered adequately through invoking some authoritative source of answers, nor through finding what answers would further the ends of certain special groups, but only through the methods of careful, objective study. Any other procedure offers danger to the very fabric of our lives.

There are some evidences today of the influence of faith in research bringing a new orientation in the patterning of our common life, political, economic or more broadly social. On the international level, there are, as I pointed out, the various agencies of the United Nations and their procedures, which have for the most part been firmly rooted in research as the way to understanding, and understanding as the necessary prerequisite to action. In our own national picture we have an extremely promising experiment which developed into a stable organization. I am talking about the Committee for Economic Development, the CED, a group of business men drawn from the entire country and from all kinds of business concerns. Under the war conditions of 1942, these men were looking ahead at the incredible complexities of the problems which they saw as coming in the post-war period. A spokesman for the group said: "We were still close to the days of the early thirties when stagnation and unemployment were rampant. We knew we dared not face another period of unemployment like that, and

that if we did the chances for our way of life were dim. We determined to put everything we had into an effort to avoid that calamity, and we had faith that the businessmen of America, if they tackled the job in earnest, could go a long way toward pulling it off." What came out of this determination was the organization of the CED formed primarily by businessmen. It dedicated itself to the proposition "that emerging problems of great public portent should be properly and adequately studied by the best brains available," and "that the members of the CED could see to it that their findings received adequate consideration by everyone concerned, both in their local communities and in the councils of the nation". The CED has held to its purposes so well that their published monographs based on research carried out by well qualified scholars furnish the best material I know for getting understanding in the particular areas of study. Paul Hoffman, one of the founders of CED, has demonstrated what both business and political statesmanship can mean. My hope is that the CED can put to shame some of the other committees which use the pressure group technique of presenting so-called facts as they seek their own ends rather than general public welfare.

I have not been trying to persuade you who are reading for honors that you are doing an important job. That was not necessary. My effort has been to make clear that the ivory tower and the stream of life which goes on around it are vitally related to one another, and that our hope for a better world is strengthened whenever and wherever the scholarly method of seeking understanding is accepted as the good way.

Just one more idea about the meaning of the ivory tower experience as the scholar goes outside and is caught up in that rapidly moving stream of life. In this day when instruments of mass communication are multiplying, and when these are used to bombard the individual with propaganda scientifically devised, the best safeguard against being dominated by it is loyalty to truth, respect for the careful search after truth, and the habit of seeking understanding based on truth. The habit of the questioning mind, the habit of being skeptical until all the evidence has been brought together and examined, the habit of evaluating sources of data, the habit of basing the interpretation on verified data—all these are part of the scholar's procedure in the ivory tower which are valuable in assessing the propaganda which flies by day and by night



in our world of the 20th century. The individual without means of protection is helpless, and becomes easily manipulated material for those who would shape society for their own selfish ends. The spreading of prejudiced and emotional judgments can be stopped in its tracks when met with the questioning mind of the one practiced in effective research procedures, of one imbued with the scientific attitude of having to be sure before accepting as true. In the realm of the

## President Colwell Speaker At 1951 Alumnae Day

More than a hundred alumnae returned to the campus January 31 for Alumnae Day. Arranged by Sara Carter Massee '29, Special Events chairman, the program had as its highlight two addresses by President E. C. Colwell of the University of Chicago, husband of Annette Carter Colwell '27.

President Colwell presented to the alumnae the 6-4-4 plan of education practiced at Chicago—six years of elementary school, four of high school and four of college. Noting that many people thought the results of public education might be improved by adding a year to the preparatory period, he countered that more good could be accomplished by subtracting a year. It would be better, he said, for colleges to admit their students young, before they were “hardened in immaturity,” and place them at their proper levels of competence and achievement in the various branches of academic work. The discussion following his talk was so interesting and prolonged that the meeting had to be adjourned arbitrarily at luncheon time.

The visiting of regular classes, lunch in the new Letitia Pate Evans Dining Hall, and a tour of the campus completed the day.

## GEORGE W. SCOTT PARK NAMED

A public park comprising part of the old Scott home property in Decatur was dedicated to the memory of Col. George Washington Scott, Agnes Scott's founder, on February 22. Dedication ceremonies were held in Decatur Public Library, which is situated on the property. Chief speaker was Vice-President Wallace M. Alston of Agnes Scott, who reviewed the life of Col. Scott. The College Glee Club sang.

familiar, your generation has the habit of being skeptical. You say “Oh yeah!” Some one has called that the popular abbreviation of the scientific attitude. It is good when it leads you to further examination of whatever it is you have met with skepticism, and so you have already a basis upon which to establish outside the ivory tower the habit of inquiry, which you are making your own as you work this year in your chosen field of interest.

## Mrs. Sydenstricker's Bible Classes Praised

From an Arkansas newspaper comes a clipping about Dr. Alma Sydenstricker, who was for many years head of the Department of Bible at Agnes Scott:

Bible stories thousands of years old come to life with freshness and vigorous spirit—as if they had taken place yesterday—when told by Mrs. Alma Sydenstricker.

Gifted with a penetrating mind, this elderly Batesville lady might well be considered one of the South's most zealous and learned students of the Good Book. But what sets her apart is her ability to interpret the Bible with such vividness and enthusiasm.

Mrs. Sydenstricker has a rich background for teaching the twice-a-week Bible classes she started recently. For many years she studied languages, with emphasis on the Hebrew, and has visited Europe and the Holy Land to study archaeology and to become acquainted with the countries where Bible stories took place. In her last trip abroad, she followed the route of Paul's travels.

“I never teach denominationalism,” says Mrs. Sydenstricker, who speaks in a confident, dignified tone that breathes her faith and knowledge of the Holy Word. “I try to pass on in unbiased manner the things I have learned from studying God's Book—and I enjoy every minute of it.”

A former teacher of theology in Agnes Scott College, she has been a student of the Bible for 50 years and more. She is particularly fond of Job, which she says is a beautiful and wonderful book. “All of the books are choice stories, rich in history and archaeology, but they are primarily just God's means of directing and guiding our souls in spiritual life.”

Everyone who knows Mrs. Sydenstricker has a deep devotion for her. You need only to talk with her once to know that she lives the teachings of the Bible minute by minute.

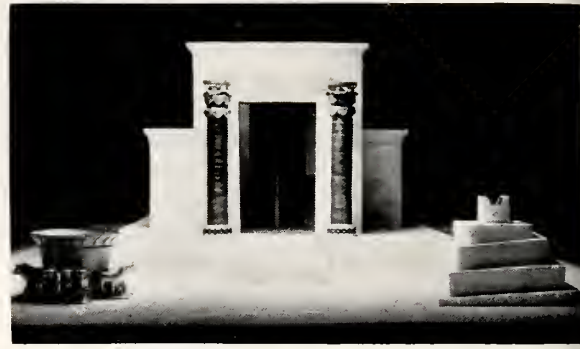
# The Temple of Solomon

at

## AGNES SCOTT

Three-fourths of the current issue of *The Biblical Archaeologist*, a scholarly journal published by the American Schools of Oriental Research, is devoted to the model of Solomon's Temple unveiled last fall at Agnes Scott.

Released in March by Southeastern Films, Atlanta, for distribution at cost (\$2.50) to educational and



FRONT VIEW: *This is the Howland-Garber model as seen from the front. Its simplicity is in sharp contrast to earlier conceptions of the Temple.*

Photo by Carolyn Carter of  
The Atlanta Journal & Constitution Magazine.

religious groups was a filmstrip of the model reconstruction, which Dr. Paul Leslie Garber, head of the Department of Bible at Agnes Scott, designed and E. G. Howland, a professional model maker, built. Also available is a descriptive brochure with photographs, which may be had from Mr. Howland (609 Michigan Ave., Troy, Ohio) for a dollar.

Thus the Temple model, now housed in Buttrick Hall on the Agnes Scott campus, takes its place as



THE INSIDE STORY: *Students admire the detail and color of the interior, which has the red, blue and gold ornamentation of the original. To Bible scholars the Temple of Solomon is of great importance as marking a major change in public worship for Judaism.*

Photo by Carolyn Carter of The Atlanta Journal & Constitution Magazine.



an important and instructive development in Biblical scholarship. Incorporating archaeological discoveries of the last half-century, it is drastically different from earlier models. Samples of its reception by leading scholars:

"It is certainly a much closer approach to the original Solomonic Temple than any model or drawing yet made."—Professor W. F. Albright, Johns Hopkins University.

"I know of no such project which has been furthered with more scientific accuracy and research and with more care and devotion than this one."—President Nelson Glueck, Hebrew Union College and Jewish Institute of Religion.

"[This] model of Solomon's Temple will enable students and laymen to visualize some pages of Biblical history better than the written or spoken word could do."—Professor Robert H. Pfeiffer, Harvard University.

Professor Garber and Mr. Howland spent more than four years on the preparation of the model, which is executed in meticulous detail and valued at \$10,000. Mr. Howland contributed his time and the materials without charge. Professor Garber, with the assistance of several research grants, consulted with scholars and used libraries in a dozen or more universities and institutes and carried on an international correspond-

ence in his quest for exact detail. For, although the Bible gives painstaking descriptions (I Kings 6-8, II Chronicles 3 and 4, Jeremiah 52, Ezekiel 40-42) of the building and its construction, so many points are left in doubt that previous conceptions of the Temple have varied unbelievably: one rather suggesting a foundry, another Victorian gingerbread.

The Temple of Solomon, designed and constructed for the king by Hiram of Tyre about 950 B.C., was the most famous building of the Bible. It stood for nearly 400 years as the national "cathedral" of the Hebrews, finally being destroyed in punitive warfare.

Model reconstructions of it have appeared at intervals since 1720.



AT THE UNVEILING: Professor and Mrs. Garber, Mr. and Mrs. Howland, and Professor George Ernest Wright of McCormick Theological Seminary, Chicago, who spoke at the ceremonies at Agnes Scott in October.

Photo by Henry Hajenian.



PREFABRICATION: The Bible says that the noise of the hammer was never heard inside Solomon's Temple during its construction. Professor Garber here shows how silence probably was maintained—by building large parts of the Temple elsewhere and fitting them into place.

Photo by Carolyn Carter of The Atlanta Journal & Constitution Magazine.



# News of the Clubs

Agnes Scott alumnae in 25 widely scattered cities met on or near February 22 to celebrate the 62nd anniversary of their Alma Mater, and the annual Founder's Day broadcast was heard over six radio stations in five different states.

Recorded early in February through the facilities of the Protestant Radio Center in Presser Hall, the broadcast was conducted by Sara Carter Massee '29, chairman of the Alumnae Association Special Events Committee and mother of an Agnes Scott freshman. Chairman George Winship of the Board of Trustees, President McCain, and Vice-President Alston spoke on the program, and a chorus from the college Glee Club sang the "Alma Mater" at its opening and closing.

On very short notice, copies of the transcription were offered to all alumnae clubs who could obtain local radio time for it on Feb. 22. Five clubs and groups in five different states responded, and the 15-minute program was duly heard over WANS in Anderson, S. C., WBBQ, in Augusta, Ga., WJBO in Baton Rouge, La., WAPI in Birmingham, Ala., and WVEC in Hampton, Va. WGST in Atlanta had originally given time for the program and had asked that it be recorded; the idea of offering it to out-of-town stations came out of this departure from the custom of previous years.

Four clubs had speakers from the College at their meetings: Charlotte was host to Dr. McCain at his last Founder's Day appearance as president; Washington enjoyed Dr. Catherine Sims of the History Department; and New Orleans and Birmingham were visited by Doris Sullivan '49, Alumnae Representative, who showed color slides of the campus.

In former years, the Alumnae Office has offered Founder's Day material to alumnae in communities where there are no Agnes Scott clubs by selecting one alumna in each of these cities and asking her to undertake the meeting. This system has had good results, but the Office began to feel that it was imposing on the loyalty of these individual alumnae by calling on them year after year. Therefore, a new method was tried in 1951: to all active alumnae in a community containing 15 or more alumnae in all, postcards were sent with the offer to supply Founder's Day program material to the first alumna in that city who wrote for it and would take charge of the

meeting. The response was fine: out of some towns proclaimed hopeless by alumnae inhabitants in the past came replies from not one but several volunteers. On the other hand, there was silence from a few places in which the loyal draftees of other years had organized good meetings. The same system will be used next year with the expectation that alumnae in the silent towns will be prepared for it and step forward.

Here are club reports for the year so far:

## Akron-Cleveland

Founder's Day meeting:

Place: Garden Grille, Akron, Ohio

Officers for 1951-52:

President: Mary Louise Palmour Barber '42

Description of meeting: luncheon meeting, letters from Dr. McCain and Catherine Baker Matthews read.

Present: Dorothy Stewart Gilliam '48, Joan Lawrence '49, Joyce Freeman Marting '45, Lucile Barnet Mirman '37, Amy Underwood Trowell '35, Mary Louise Palmour Barber '42, Mary Heath McDermott '30, Elizabeth Barry Reid '30, and Joella Craig Good '43.

## Anderson

Time and place of meeting: November 21, Anderson Country Club.

Officers for 1950-51:

President: Gloria Gaines Klugh '46

Vice-president: Jean Kirkpatrick Cobb '37

Secretary-Treasurer: Bobbie Cathcart '49

Present: Margaret Foster Sullivan '23, Juliet Foster Speer '20, Ann Gambrill '23, Eunice Dean Major '22, Lady Major '48, Betty Jane Crowther '40, Bobbie Cathcart '49, Gloria Gaines Klugh '46, Lucile Gaines MacLennan

Plans for next meeting: Founder's Day dinner, 1951.

Founder's Day meeting:

Place: Anderson Country Club

Officers for 1951-52:

President: Lady Major '48

Vice-president: Pattie Dean Curry '47

Secretary-Treasurer: Bobbie Cathcart '49

Description of meeting: a dinner meeting, during which alumnae listened to the Founder's Day program over WANS.

Present: Gloria Gaines Klugh '46, Ann Gambrill '23, Annabelle Glenn '23, Juliet Foster Speer '20, Eunice Dean Major '22, Lady Major '48, Betty Jane Crowther

'50, Pattie Dean Curry '47, and Bobbie Cathcart '49. Plans for next meeting: tentative plans for a tea in the fall for prospective Agnes Scott students.

**Asheville**

Founder's Day meeting:  
Place of meeting: home of Marion Green Johnston '29  
Description of meeting: "Informal tea and stimulating conversation about value of college." Enjoyed phonograph records sent by Alumnae Office.  
Present: Dr. Mary Westall, Myra Jervey Hoyle '31, Maurine Bledsoe Bramlett '27, Helen Moore '18, Catherine Carrier Robinson '25, and Katherine Wright Kress '32.

**Atlanta**

September 19th meeting:  
Place: Home of Penny Brown Barnett '32  
Officers for 1950-51:  
President: Jean Bailey Owen '39  
First Vice-president: Sarah Shields Pfeiffer '27  
Second Vice-president: Mary Weems Rogers '27  
Recording Secretary: Neva Jackson Webb '42  
Corresponding Secretary: Lillian Gish Alfriend '42  
Treasurer: Elizabeth Simpson Wilson '31  
Description of meeting: Dr. J. R. McCain spoke on news of the College and Eleanor Hutchens '40 spoke on alumnae affairs.  
October 17th meeting:  
Place: Home of Mary Weems Rogers '27  
Description of meeting: "High School Preparation vs. College Requirements" was conducted by a forum composed of Dr. Leroy E. Loemker, Dean S. G. Stukes, Dr. Phil Narmore, and Mr. Douglas MacRae.  
November 21st meeting:  
Place: Home of Edythe Coleman Paris '26  
Description of meeting: Dr. Florene Dunstan of the Spanish Department was the speaker. Her subject was "Education in Latin America."

Six beautiful blankets for the Alumnae House came this winter as a gift from the Atlanta Agnes Scott Club, which sponsored a fashion tea at Franklin Simon's store for the funds to purchase them.

January 16th meeting:  
Place: home of Ineil Heard Kelley '30  
Description of meeting: Mr. Michael McDowell, of

the music department spoke on "Opera in the 20th Century."

February 20th meeting:  
Place: Bradley Observatory  
Description of meeting: Professor William Calder was the speaker.  
March 20th meeting:  
Place: home of Katherine Hunter Branch '29  
Description of meeting: Mr. Edmund R. Hunter spoke on museums in the South.

**Atlanta Junior Club**

October 10th meeting:  
Place: Alumnae House  
Officers for 1950-51:  
President: Ruth Ryner Lay '46  
Vice-president: Nellie Scott '47  
Secretary: Caroline Hodges Roberts '48  
Treasurer: Reese Newton '49  
Description of meeting: Miss Annie May Christie was the speaker. Her subject was "Georgia Literature."  
November 14th meeting:  
Place: Alumnae House  
Description of meeting: Reese Newton and Pris Hatch spoke on their summer in Europe and showed slides as illustrations.  
December 12th meeting: Dr. Wallace Alston spoke on his impressions of educational institutions in Europe, which he visited last summer.  
January 16th meeting:  
Place: Alumnae House  
Description of meeting: Martha Kim, student from Korea, was the speaker.  
February 13th meeting:  
Place: Alumnae House  
Description of meeting: Dr. Chester Morse, College physician, was the speaker.

**Augusta**

Frances Wooddall '45 and Gene Goode Bailey '47 arranged the Founder's Day broadcast over WBBQ on the afternoon of Feb. 22.

**Baltimore**

Founder's Day Meeting: club report not yet received.

Officers for 1950-51:

President: Alvahn Holmes '18

Secretary: Frances Harper Sala '22

## Baton Rouge

Founder's Day meeting:

Place: home of May McKowen Taylor '06

Officers for 1951-52:

President: Elizabeth Heaton Mullino '35

Vice-president: May McKowen Taylor '06

Secretary-Treasurer: Frances Tucker Owen '42

Description of meeting: "G. W. Scott Luncheon at Mrs. Taylor's home. Radio Station WJBO played the record prepared by the Alumnae Office and we all thoroughly enjoyed hearing the familiar voices of Dr. McCain and Dr. Alston and the unfamiliar ones of Mr. Winship and Mrs. Masee."

Present: Nora Percy Middleton '43, Frances Tucker Owen '42, Della Stone Melton '28, Mrs. M. I. Stone, Elizabeth Heaton Mullino '35, Julia Heaton Coleman '21, May McKowen Taylor '06, Marguerite Sentelle Fleshman '22, Mabel McKowen '05, and Frances Kell Munson '15.

## Birmingham

Time and place of meeting: September; Club report not yet received.

Officers for 1950-51:

President: Ellene Winn '31

Vice-president & Program Chairman: Margaret Loranz '33

Description of meeting: A tea for freshmen given in September. When the freshmen arrived at Agnes Scott they enthusiastically told alumnae officials of the Birmingham Club's work. The Club has increased Birmingham's representation from one to eight students in one year!

March 1st meeting: luncheon with Doris Sullivan as the speaker. Club report not yet received. The Founders' Day program was broadcast over Station WAPI on February 22, at 9:45 p. m.

## Chapel Hill-Durham

Founder's Day meeting:

Place: Carolina Inn, Chapel Hill

Co-chairmen for 1951-52: Gay Currie '42 and Teddy Bear Moore '46.

Description of meeting: "Mostly talk with Lelia

Cooper and Lila Rose contributing first hand information on current day Agnes Scott affairs via their daughters, who are now attending."

Present: Lila Williams Rose '10, Anne Rogers '47, Frances Howerton Lucas '50, Lelia Joiner Cooper '27, Bee Bradfield Sherman '42, Sterly Lebey Wilder '43, Porter Cowles Pickell '33, Tattie Mae Williams '48, Teddy Bear Moore '46, Ann Green '51, and Tiny Morrow '51.

Plans for next meeting: business meeting in the spring.

## Charlotte

Time and place of meeting: October 24, Chez Montet, Mecklenburg Hotel.

Officers for 1950-51:

President: Alice Davidson '48

Vice-president: Mary Louise McGuire Plonk '16

Secretary: Carrie Phinney Latimer Duvall '36

Treasurer: Shirley Gately Ibach '43

Description of meeting: "... a dinner meeting ...

Alice Davidson presided. Jane Bailey Hall Hefner gave the blessing. The new officers, committee chairmen, and telephone committee members were introduced. A new membership booklet for Charlotte and vicinity was distributed. Marie Cuthbertson asked each person present to fill out a card for class news. Sarah Till Davis introduced the speakers for the evening. Cama Burgess Clarkson '22 and Cama Clarkson '50 presented a dialogue, "Looking Backward and Forward." There were 37 alumnae present.

Plans for next meeting: A Christmas tea in December for alumnae and Agnes Scott students home for holidays.

Founders' Day meeting:

Place: Sharon Hills Country Club

Description of meeting: "... a luncheon. Sarah Till Davis '22, program chairman, presided. Dr. McCain was our very special guest and he opened the meeting with the blessing. Each alumna introduced herself. A brief summary of the year's meetings was given. Sarah introduced Dr. McCain as our speaker and he addressed us on the subject 'The Place of the Woman's College and of Agnes Scott in World History.'"

Present: Belle Ward Stowe Abernethy '30, Rita Adams '49, Edith Stowe Barkley '49, Virginia Milner Carter '40, Pernette Adams Carter '29, Mary Ivy Chenault '41, Cama Clarkson '50, Clara Rountree Couch '43, Winona Ewbank Covington '33, Sarah Till Davis '22, Alice



Davidson '48, Gene Caldwell Dellinger '38, Nancy Dendy '49, Carrie Phinney Latimer Duvall '36, Frances Miller Felts '36, Ellen Agee Foster '29, Elizabeth Sutton Gray '32, Romola Davis Hardy '20, Shirley Gately Ibach '43, Mary Zellars Irwin '43, Clyde McDaniel Jackson '10, Anne Elcan Mann '48, Mary Wells McNeill '39, Louise McGuire Plonk '16, Ann Flowers Price '43, Margaret Ratchford '40, Rebecca Whaley Rountree '20, Anne Frierson Smoak '43, Susan Self Teat '41, Frances Medlin Walker '30, Sarah Matthews Bixler '40, Emily Cope Fennell '28, Miriam Steele Hall '35, Jane Bailey Hall Hefner '30, Mary Margaret Stowe Hunter '36, Ora Glenn Roberts '16, Mary Mac Templeton '40, and the mothers of two students: Mrs. Emmett Crook and Mrs. Samuel M. Inman.

## Chattanooga

Time and place of meeting: October 24 at home of Emily Miller Smith.

Officers for 1950-51:

President: Ann Stansbury MacKenzie, Special

Vice-president: Nancy Sizer Taber '18

Secretary: Anne McCallie '31

Treasurer: Kathrine Pitman Brown '26

Description of meeting: A tea for alumnae and high school seniors from City High School and Girls' Preparatory School. Eleanor Hutchens, director of alumnae affairs, spoke about her summer in Oxford, England.

December 1 meeting: Read House, joint dinner with Emory group. Dr. Walter B. Posey, professor of history at Agnes Scott, was the speaker.

March 3rd meeting:

Place: Patten Hotel

Officers for 1951-52:

President: Molly Jones Monroe '37

First vice-president: Anne McCallie '31

Second vice-president: Emily Miller Smith '19

Secretary: Fidesah Edwards Ingram '35

Treasurer: Betsy Banks Stoneburner '40

Description of meeting: luncheon meeting with election of officers for 1951-52. Vocal selections by Norah Anne Little Green '50. Letters from Dr. McCain and Catherine Baker Matthews read.

Plans for next meeting: "probably in June."

## Chicago

Meeting planned for November 8; club report not yet received.

March 17th meeting: full report not yet received.

Place: Narcissus Room at Marshall Field's

Chairman for 1951-52: Kay Greene Gunter '42

## Columbus

Founder's Day meeting:

Place: Country Club

Officers for 1951-52:

Chairman: Myrtle Blackmon '21

Co-chairmen: Marjorie Graves '49 and Mary Alice McDonald '50

Description of meeting: a mock radio broadcast featuring main points from the letters of Dr. McCain and Catherine Baker Matthews, conducted by Margaret Anne Richards Terry, Rebekah McDuffie Orr, and Stratton Lee.

Present: Nancy Francisco '49, Marjorie Graves '49, Mary Alice McDonald '50, Myrtle Blackmon '21, Stratton Lee '46, Gladys Sue Johnson '52, Betty Blackmon Kinnett '49, Margaret Anne Richards Terry '48, Mary Louise Duffee Phillips '44, Vivien Hart Henderson '16, Louise Schuessler Patterson '34, Catherine Cunningham Richards '36, Nell Turner Spettel '45, Hallie Alexander Turner '18, Antoinette Blackburn Rust '12, Mary Louise Thames Cartledge '30, Emilie Harvey Massicot '30, and Rebekah McDuffie Orr.

Plans for next meeting: probably a party in June for current Agnes Scott students from Columbus.

## Decatur

September 25th meeting:

Place: Alumnae House

Officers for 1950-51:

President: Caroline Lee Mackay '40

Vice-president: Betty Alderman Vinson '40

Secretary-treasurer: Mary Palmer Caldwell McFarland '25

Description of meeting: Dr. McCain gave a talk on "The Progress of Agnes Scott College since its beginning."

October 23rd meeting:

Place: Bradley Observatory and Alumnae House

Description of meeting: Dr. William Calder gave a talk on astronomy, after which the Club was conducted through the Observatory. On the way to the Alumnae House for the social hour the Club went to Buttrick to see the reproduction of Solomon's Temple, for which Dr. Paul Garber did the research.

November 27th meeting:

Place: Buttrick Hall and Alumnae House

Description of meeting: Dr. H. C. Forman gave an illustrated lecture on art. Slides were shown in the dark room in Buttrick. The Club adjourned to the Alumnae House for refreshments.

January 22nd meeting:

Place: Alumnae House

Description of meeting: Adah Knight Toombs '22 was the speaker.

February 26th meeting:

Place: Alumnae House

Description of meeting: Louisa White Gosnell '27 was the speaker.

## **Greensboro**

Founder's Day meeting:

Place: Bliss Restaurant

Officers for 1951-52:

President: Elizabeth Osborne Rollins '46

Vice-president: Martha Young Bell '36

Secretary: Emily Bradford Batts '46

Description of meeting: "a dinner meeting with eight alumnae present. Program consisted of reading letters from Dr. McCain and Catherine Matthews. Business consisted of election of officers and plans for meetings." Present: Mildred Harris '21, Lila Peck Walker '42, Martha Young Bell '36, Lib Osborne Rollins '46, Angela Pardington '47, Emily Ann Reid Williams '50, Emily Bradford Batts '46, and Martha Hall Young '12. Plans for next meeting: a tea in the fall for prospective Agnes Scott freshman.

## **Greenville**

Founder's Day meeting:

Place: Calhoun Towers

Officers for 1951-52:

President: Martha Redwine Rountree '35

Vice-president: Marjorie Wilson Ligon '43

Secretary: Ruth Anderson Stall '45

Description of meeting: "Each person introduced herself and told of one experience at Agnes Scott that stands out in her memory."

Present: Carolyn Essig Frederick '28, Virginia Norris '28, Katherine McKoy '49, Elizabeth Farmer Brown '45, Virginia Corr White '41, Mary McCalla Poe '47, Ida Buist Rigby '36, Eugenia Jones Howard '46, Margaret Keith '28, Maryann Cochran Abbott '13, Eloise

Lyndon Rudy '45, Harriet Stimson Davis '40, Mary Hull Gibbes '36, Mary Hutchinson Jackson '35, Martha Redwine Rountree '35, Betty Pope Scott Noble '44, Marjorie Wilson Ligon '43, and Elizabeth Strickland Evins '36.

Plans for next meeting: a tea in late summer or early fall for high school juniors and seniors interested in Agnes Scott; and for present Agnes Scott students from Greenville.

## **Hampton-Newport News**

Founder's Day meeting:

Place: home of Margaret Hartsook Emmons '42

Officers for 1951-52:

President: Margaret Hartsook Emmons '42

Description of meeting: Listened to Founder's Day broadcast over Station WVEC. Letters from the College were read, and a discussion followed.

Present: Margaret Hartsook Emmons '42, Elizabeth Grier Edmunds '28, Sara Lou Bullock '31, Katherine Houston Sheild '27, Elsie West Meehan '38, Augusta Roberts '29, Billie Davis Nelson '42, Ernestine Cass McGee '40, and Ruth McLean Wright '30.

Plans for next meeting: probably a summer picnic meeting.

## **Houston**

Founder's Day meeting: plans made for meeting; club report not yet received.

## **Jackson**

Founder's Day meeting:

Place: home of Jean Barry Adams Weersing '33

Description of meeting: "... a tea. Played records furnished by Alumnae Office. Read communications from the College."

Present: Anna Louise Meiere Culver '41, Katherine Owen Wilson '31, Pat Patterson '52, Elta Robinson Posey '41, Jean Barry Adams Weersing '38, and Martha Jane Merrill Nance '38.

## **Lexington**

Founder's Day meeting:

Place: Phoenix Hotel

Co-chairmen: Ruth Slack Roach '40 and Lillian Clement Adams '27

Description of meeting: "... a luncheon meeting. The letters from Dr. McCain and the president of the

Alumnae Association were read followed by a general discussion of recent changes on the campus."

Present: Dorothy Cassel Fraser '34, Lillian Clement Adams '27, Sarah Bond Wilder '25, Laura Spivey Massie '33, and Ruth Slack Roach.

Plans for next meeting: a picnic in the spring.

## Los Angeles

March 15th meeting:

Place: Bullock's on Wilshire

Description of meeting: "Mary Lamar Knight thrilled us with an account of her experiences in Europe, China, Hollywood, and Washington."

Present: Marjorie Rainey Lindsey '38, Margaret Young Reeves '23, Margaret Colville Carmack '22, Dorothy Grubb Rivers '31, Marcia Meldrim Fisher '25, Stella Austin Stannard Inst., Aldine Howell Johnston Inst., Alice Carolyn Greenlee Grollman '25, Frances Virginia Brown '26, Love Haygood Donaldson Inst., Blanche Guffin Alsobrook '28, and Charis Hood Barwick '16.

## Montgomery

Founder's Day meeting, Feb. 20:

Place: home of Allene Ramage FitzGerald '26

Description of meeting: an open house tea. "We all talked so much we never had time for a program!"

Present: Ruth Hall Bryant '22, Eleanor Gresham Steiner '26, Flora MacGuire Dukes '39, Helen Friedman Blacksher '31, Edith Brown Crawford '15, Frances Espy Cooper '35, Annie Wilson Terry '24, Kate Clark '13, Emma Jones Smith '18, Marion Black Cantelou '15, Margaret Anderson Scott '15, Claude Martin Lee '17, Peggy Pat Horne '47, Mildred Duncan '31, Jennie Dell Simms Parks '28, and Allene Ramage FitzGerald '26.

Plans for next meeting: "probably another get-together in the fall."

## Montreat

Founder's Day meeting planned; club report not yet received.

## New Orleans

Founder's Day meeting:

Place: La Louisiane Restaurant

Description of meeting: Slides shown by Doris Sulli-

van; letters from Dr. McCain and Alumnae Association President Catherine Matthews.

Present: Evelyn Baty Landis '40, Gail Nelson Blain '33, Caroline Caldwell Jordan '10, Betty Brougher Campbell '43, Doris Sullivan '49, Bettye Lee Phelps Douglas '46, Marie Cuthbertson '49, Jane Alsobrook '48, Lilly Weeks McLean '36, Sarah Turner Ryan '36, Helen Lane Comfort Sanders '24, Lib Barrett Alldredge '41, Ruth Glindmayer Moorman '47, Joyce Hatfield '53, Mary Catherine Matthews Starr '37, and Georgia May Little Owens '25.

Plans for next meeting: April 10 at the home of Helen Lane Comfort Sanders to discuss permanent organization.

## Richmond

Time and place of meeting: October 28, Rotunda Club, Hotel Jefferson

Officers for 1950-51:

President: Louise Gardner Mallory '46

Vice-president: Kathleen Buchanan Cabell '47

Secretary: Evelyn King Wilkins '24

Treasurer: Sallie Peake '30

Membership Committee Chairman: Florence Graham '40

Program Committee Chairman: Martha Phillips Radford '24

Description of meeting: Luncheon meeting; speaker was Dr. Warren Moody, who gave a talk on "The Atom Bomb."

Description of December 5 meeting: Rotunda Club, Hotel Jefferson. Tea in honor of President McCain, Vice-President Alston, and Dean Stukes. Special guests invited were high school students interested in attending Agnes Scott.

Description of February 14 meeting: luncheon followed by a book review. A business meeting was held; decided to send a gift for the Library Fund. A nominating committee was named by the president and asked to present a slate of officers for 1951-52 at the next meeting.

Present: Louise Gardner Mallory '46, Martha Phillips Radford '24, Sallie Peake '30, Susan Pope '48, Margie Wakefield '27, Mary Junkin '28, Florence Graham '40, Carrie Lena McMullen Bright '34, Georgia Powell '49, Ann Williamson '50, Susan Neville '48, Betsy Kendrick Woolford '41, Frances Ford Smith '47, Dean McKoin Bushong '36, and Evelyn King Wilkins '24.



Plans for next meeting: to be held on April 14, at the home of Dean McKoin Bushong.

## Roanoke

Founder's Day meeting:  
Place: Lilian Cook McFarland's home  
Description of meeting: Janet MacDonald '28, professor of history at Hollins College, led a discussion of problems confronting liberal arts colleges today.  
Present: Betty Patrick Merritt '46, Martha Cobb Jackson Logan '25, Ruth Laughon Dyer '21, Nell Starr Tate '32, Harriette McDaniel Musser '32, Jessie Carpenter Holton '50, Janet MacDonald '28, and Lilian Cook McFarland '30.

## Shreveport

Founder's Day meeting; club report not yet received.

## Tallahassee

Founder's Day meeting:  
Place: home of Virginia Dickson Philips '47  
Description of meeting: dessert party, informal business meeting, a talk by Miss Sabiha Selek of Turkey.  
Present: Attie Alford '24, Hazel Solomon Beazley '40, Louise McCain Boyce '34, Olive Hardwick Cross '18, Mary Dean Lott Lee '42, Elizabeth Lynn '27, Virginia Dickson Philips '47, Laura Haygood Roberts Inst., Emily Rowe '36, and Mary Martin Powell '46.  
Plans for next meeting: luncheon with alumnae from Quincy, Marianna, and Thomasville, Ga.

## Tampa

Time and place of meeting: November 17, home of Esther Byrnes Higginbotham  
Officers for 1950-51:  
President: Louise Crawford Barnes '34  
Secretary: Laurie Caldwell Tucker '17  
Description: A tea for alumnae and high school students in the vicinity. Doris Sullivan, field representative, presented the program of the College to the students and showed color slides of the campus.

Founder's Day meeting:  
Place: home of Louise Crawford Barnes '34  
Officers for 1951-52:

President: Charlotte Bartlett '50  
Secretary: Esther Byrnes Higginbotham '39  
Description of meeting: book review by Esther Byrnes Higginbotham.  
Present: Nina Anderson Thomas '11, Mrs. R. P. Connally (mother of Barbara Connally Rogers '44), Esther Byrnes Higginbotham '39, Ethlyn Coggin Miller '44, Rosalind Wurm Council '20, Nell Frye Johnston '16, Charlotte Bartlett '50, Louise Crawford Barnes '34, and Mrs. Thompson (mother of student at Agnes Scott).

## Washington

Time and place of meeting: November 4, Iron Gate Inn  
Officers for 1950-51:  
President: Barbara Brown Fugate '40  
Vice-president: Mary Harris Yongue '23  
Secretary-Treasurer: Louise Cousar '48  
Description of meeting: A movie entitled "Historic Virginia" was shown.  
Present: Barbara Brown Fugate '40, Mary Harris Yongue '23, Margaret Falkinburg Myers '41, Caroline Gray Truslow '41, Clarice Chase Marshall Acad., Willie Wellborn, Inst., Mary Augusta Thomas Lanier '24, Maude Foster Jackson '23, Virginia Kyle Dean '39, Louise Cousar '48.  
Founder's Day meeting: Feb. 24  
Place: Iron Gate Inn  
Description of meeting: Dr. Catherine Sims, associate professor of history at Agnes Scott, was the speaker.  
Present: Virginia Kyle Dean '39, Maud Foster Jackson '23, Mary Harris Yongue '23, Harding Ragland Sadler '46, Alice Gordon Pender '46, Mary Fairly Hupper '38, Mary Munroe McLoughlin '45, Mary Richardson Gauthier '36, Margaret Douglas Link '38, Betty Jean O'Brien Jackson '40, Marianne Jeffries Williams '47, Elise Gibson '29, Augusta Thomas Lanier '24, Janice Stewart Brown '24, Virginia Tucker Hill '48, Anne Turner '30, Bryant Holsenbeck Moore '43, Jackie Stearns Potts '42, Louise Cousar '48, Harriette Cochran '41, and Barbara Brown Fugate '40.

Mary Wilkins Rearney died last summer at her summer home on the Isle of Palms, S. C.

Katie Lou Morgan Simms died Nov. 8.

## 1916

Eloise Gay Brawley lost her brother, Dr. J. Gaston Gay, Jan. 22.

## 1918

Laura McClelland Walton died Jan. 11.

## 1924

Virginia Burt Evans' 14-year-old son, Parker, died in February from injuries suffered in an automobile wreck.

## 1926

News has reached the Office of the death of Pilley Kim Choi's husband. Dorothy Owen Alexander writes that he was murdered by the communists. Her children escaped.

## 1927

Kenneth Maner Powell lost her father last fall.

## 1928

Betty Cole Shaw's father died last July.

## 1930

Ruth Mallory Burch lost both her father and her mother in January. Her father died Jan. 3, and her mother Jan. 12.

## 1931

Louise Ware Venable and Rosalind Ware Reynolds '33 lost their mother last November.

## 1942

Lila Peck Walker and Sarah Walker Womack '46 lost their father Dec. 11.

Margaret Erwin Walker's mother died in December.

## 1944

Cathy Steinbach Parkes' minister husband died of a heart attack a few weeks before Christmas.

## 1946

Margaret Mizell Dean's husband was killed Dec. 1 in Korea. He was in the First Marine Division.

Kittie Burress Long died suddenly of a cerebral hemorrhage on Dec. 23, at her home in Washington, D. C.

Maud Foster Jackson '23 writes of her: "For the 16 years that she lived in Washington, I was privileged to consider Kittie one of my dearest friends. The Agnes Scott College Club of Washington meetings, in which she maintained an intense interest, brought us together. She was always so glad and proud to have been an Agnes Scott girl. At seventy-six, she was as charming and gracious as she must have been in her college days, as a young minister's wife, and through the years that she served as an outstanding church organist in Anderson, S. C. She had a marvelous talent for friendship that made her beloved by all who came in contact with her. No one could be more

## COME TO COMMENCEMENT

- Saturday, June 2*    1:00   Trustees' Luncheon for seniors and active alumnae.  
                         2:00   Annual meeting of Alumnae Association.  
                         6:00   Reunion Dinners for Classes of:  
                                 1895      1914      1933  
                                 1896      1915      1934      and 1950  
                                 1897      1916      1935  
                                 1898      1917      1936  
                         8:30   Music Hour.
- Sunday, June 3*    11:00   Baccalaureate Service. Dr. James Sprunt, First  
   Presbyterian Church, Raleigh, N. C.  
                         6:30   Alumnae Garden Coffee for faculty, seniors and  
   their families.
- Monday, June 4*    10:00   Commencement. Speaker: President James Ross  
   McCain.

*You will be sent reservation forms early in May. Meanwhile, make your plans to come!*

The Library  
Agnes Scott College  
Decatur, Georgia



Summer 1951



The  
AGNES SCOTT Alumnae Quarterly



THE  
ALUMNAE ASSOCIATION  
OF  
AGNES SCOTT COLLEGE

**Officers**

CATHERINE BAKER MATTHEWS '32  
*President*  
JEAN BAILEY OWEN '39  
*Vice-President*  
FRANCES THATCHER MOSES '17  
*Vice-President*  
DOROTHY HOLLORAN ADDISON '43  
*Vice-President*  
JULE MCCLATCHIEY BROOKE '35  
*Secretary*  
BETTY MEDLOCK '42  
*Treasurer*

**Trustees**

BETTY LOU HOUCK SMITH '35  
FRANCES WINSHIP WALTERS INST.

**Chairmen**

FANNIE G. MAYSON DONALDSON '12  
*Nominations*  
SARA CARTER MASSEE '29  
*Special Events*  
FRANCES RADFORD MAULDIN '43  
*Vocational Guidance*  
MARY WALLACE KIRK '11  
*Education*  
ELAINE STUBBS MITCHELL '41  
*Publications*  
CARY WHEELER BOWERS '39  
*Class Officers*  
JULIA PRATT SMITH SLACK EX '12  
*House*  
LAURIE BELLE STUBBS JOHNS '22  
*Grounds*  
MARY McDONALD SLEDD '34  
*Entertainment*

**Staff**

ELEANOR N. HUTCHENS '40  
*Director of Alumnae Affairs*  
EMILY HIGGINS BRADLEY '45  
*Office Manager*  
ELOISE HARDEMAN KETCHIN  
*House Manager*

**Member**  
**American Alumni Council**

The  
AGNES SCOTT  
Alumnae Quarterly

Agnes Scott College, Decatur, Georgia

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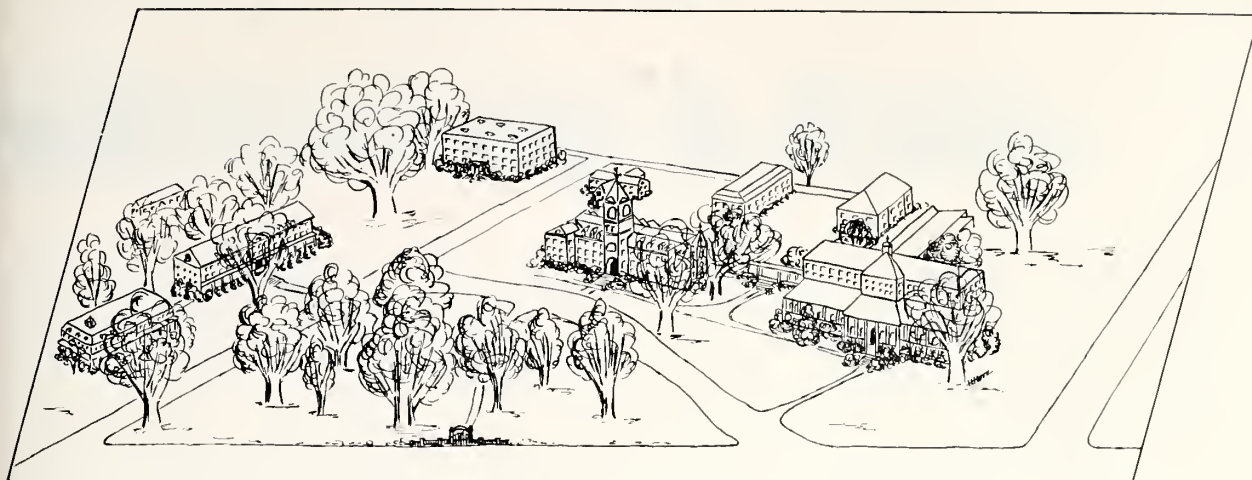
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ALUMNAE CLUBS.....	<i>Inside Back Cover</i>

COVER: *Immediately after the Birthday Party on April 9, Dr. McCain took possession of the new Buick presented to him by a group of friends under the leadership of George Winship, chairman of the Board of Trustees. This picture was snapped just as he reached the beribboned (in purple and white, of course) gift, bearing in his arms the book of testimonial letters and the Founders of the Fund volume to be placed in the McCain Library.*

ELEANOR N. HUTCHIENS '40, EDITOR

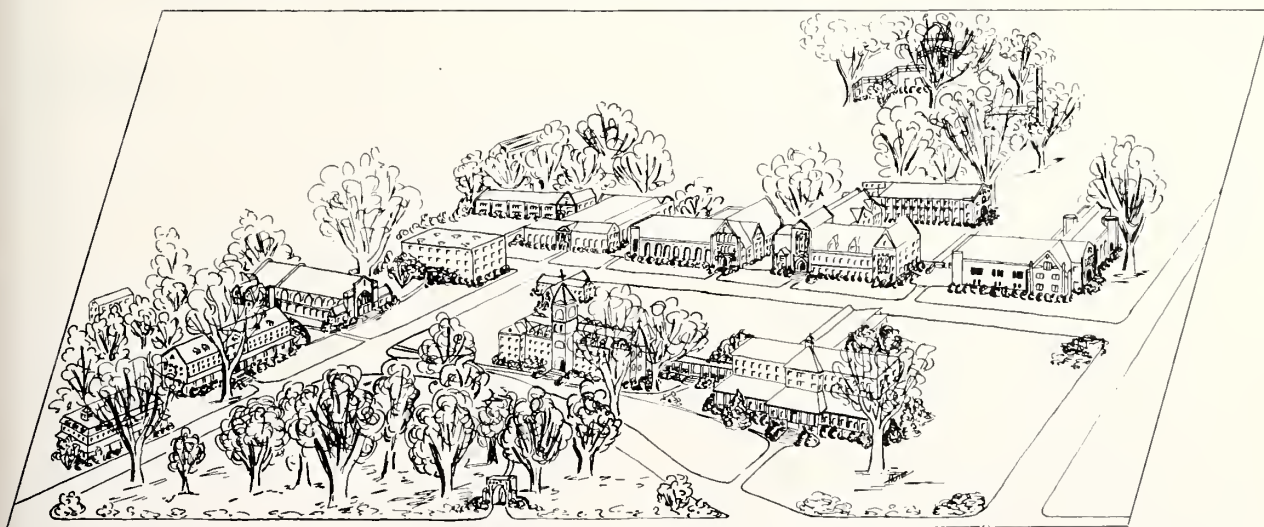
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## As He Found It—1923



*Alumnae House*  
*White House*  
*Inman*  
*Science Hall*  
*Library*  
*Main*  
*Philosophy Hall*  
*Gymnasium*  
*Rebekah Scott*  
*Old Gate*

## As He Leaves It—1951



*Alumnae House*  
*White House*  
*Inman*  
*Dining Hall*  
*President's Home*  
*Infirmery*  
*Old Science Hall*  
*Student Bldg.*  
*Main*  
*New Gate*  
*Science Hall*  
*Gymnasium*  
*Library*  
*Observatory*  
*Buttrick*  
*Presser*  
*Rebekah Scott*

These drawings, executed by Helen Huie '52, show the remarkable growth of the Agnes Scott campus in the administration of Dr. James Ross McCain, who retired from the presidency July 1 and was succeeded by Dr. Wallace M. Alston. This issue of *The Alumnae Quarterly* is dedicated to Dr. McCain, and a review of Agnes Scott's progress under his leadership begins on the next page.



# Growth of Agnes Scott College

*By Frances Kaiser '43*

Who can measure the weight of a personality as it leaves its imprint on the pliable substance of a college? What is the value of a man's career to the institution in which he invests it? Perhaps when we have found the answer to such questions as these we may begin to know the real story of the growth of Agnes Scott under President James Ross McCain's guidance.

Comparisons and statistics are lifeless yardsticks for measuring the subtle relationship between a man and his life's work, but they are nevertheless the tangible evidence upon which we can base our judgment. Therefore, as we consider briefly the highlights in the development of Agnes Scott since 1923, let us see beyond them to Dr. McCain as a person and remember that each forward step in the life of the College was made either directly or indirectly because of his presence.

The progress of Agnes Scott may be viewed from three aspects: (1) Growth in the quality of the intellectual life of the College; (2) Growth in its financial assets and physical equipment; and (3) Growth in the scope and depth of its religious life.

## Intellectual Life

The size of the student body at Agnes Scott has remained fairly uniform throughout the period from 1923, when 493 girls were enrolled, to 1951, when a total of 482 were registered. However, during the same period a number of factors combined to improve the intellectual climate of the College. Among these elements were the increased size and training of the faculty, the establishment of two national honor societies on the campus, the institution of an honors program, and the participation of Agnes Scott in the University Center of Georgia.

*Faculty Growth and Achievement.* When Dr. McCain became president in 1923, the College had approximately fifty persons on its faculty and administrative staff.<sup>1</sup> In 1951, it had more than eighty.<sup>2</sup>

Of the faculty in 1923, ten persons held doctoral degrees,<sup>3</sup> while during the 1950-1951 session thirty-three faculty members held the doctorate.<sup>4</sup> Similarly, teachers with master's degrees increased from thirteen in 1922-1923 to twenty-one in 1950-1951. During the same period, the number of teachers holding only a bachelor's degree decreased from fifteen to seven.

The prestige and academic standing of the Agnes Scott faculty is further revealed in the recognition which its various members have received from regional and national educational groups. Not only have they received grants for research and advanced study from individual universities, but they have also been granted funds for this purpose from such institutions as the Guggenheim Foundation, the Rosenwald Fund, the Rockefeller Foundation, the Carnegie Corporation, the General Education Board, and the University Center in Georgia.<sup>5</sup> In addition, the officers of the College and some of its professors have held important posts in the Southern Association of Colleges and Secondary Schools, the Association of American Colleges, and the Southern University Conference. President McCain served as a senator of the United Chapters of Phi Beta Kappa from 1937 to 1946, and he was a trustee of the General Education Board from 1940 to 1946.<sup>6</sup>

*Phi Beta Kappa.* One of the most outstanding forms of recognition came to the College in 1924, when Phi Beta Kappa invited Agnes Scott to apply for membership. On September 24, 1925, the Phi Beta Kappa members of the faculty were notified that a charter had been granted, and the Beta Chapter of Georgia was formally installed on March 23, 1926.<sup>7</sup> Striking evidence of the president's role in bringing this honor to the College may be found in the following statement from *The Alumnae Quarterly*:

<sup>1</sup> Agnes Scott College Catalogue, 1922-1923, pages 5-10.

<sup>2</sup> Agnes Scott College. Annual Report of the President to the Board of Trustees, June 1, 1951, page 16.

<sup>3</sup> Agnes Scott College Catalogue, 1922-1923, *loc. cit.*

<sup>4</sup> Agnes Scott College Catalogue, 1950-1951, pages 7-12.

<sup>5</sup> Agnes Scott College. Annual Report of the President to the Board of Trustees, June 1, 1951, *loc. cit.*

<sup>6</sup> *Who's Who in America*, Volume 26, 1950-1951, page 1788.

<sup>7</sup> *Agnes Scott Alumnae Quarterly*, Volume 6, No. 3, May, 1926, page 6.

# Under Dr. McCain's Administration

In a meeting of the charter members, Sept. 30, Dr. McCain was elected a Foundation member of the chapter and will take part in the work of organization. The members counted themselves fortunate in being able under the rules of the society to elect Dr. McCain to membership before the installation of the chapter, for much of the success of the movement for a charter for Agnes Scott is due to him. From the beginning he was keenly interested, and he helped in the forming of plans and was untiring in answering questionnaires and preparing statements concerning the academic standards and financial affairs of the college.<sup>8</sup>

*Mortar Board.* A second form of national recognition came to the College during Dr. McCain's administration, when H.O.A.S.C., the honorary society which had been in existence at Agnes Scott since 1916, was granted permission to become a chapter in Mortar Board. The latter, a national senior women's honor society, had essentially the same ideals as H.O.A.S.C., as it requires a record of leadership, scholarship, and service on the part of students elected to membership. Mortar Board formally installed a chapter at Agnes Scott on October 3, 1931.

*Honors Program.* A third innovation during Dr. McCain's administration which enriched the quality of the intellectual life of the College was the institution of an honors program. As early as 1927, in his annual report to the Board of Trustees, Dr. McCain suggested the need for increasing the size of the faculty, not only "to assist students who have a hard time, but more especially to make possible the putting in of what is known as 'honors courses' for the brighter and more intelligent students."<sup>9</sup> In 1932, honors courses were experimentally established for a limited number of students who were allowed to take particular courses without attending classes.<sup>10</sup> By 1941, the honors program had been officially initiated and was proving successful.<sup>11</sup>

*University Center in Georgia.* The participation of Agnes Scott in the University Center has proved to be one of the most fruitful means of raising the intellectual level of the College. The Center has provided extensive funds for faculty members to do research and further study, it has brought a number of distinguished visiting scholars to the College, it has provided for the joint training of teachers for Georgia and other states, and it has been helpful to member

institutions in their individual attempts to raise funds and obtain foundation grants.<sup>12</sup> As a result of the creation of the Center, Agnes Scott students may major in business economics or journalism on the Emory University campus, and they may also take other courses at Emory which are not offered at the College.<sup>13</sup> The Agnes Scott Library has benefited by its accessibility to the union catalog of books in the Atlanta-Athens area, a bibliographic tool created by the Center and housed in the Emory University library.

## Financial Assets and Physical Plant

More easily measured, but certainly no more remarkable than the intellectual development of Agnes Scott has been the growth of its assets and its physical plant during President McCain's administration. A rapid survey by decades, of the financial status of the College, as well as a summary of the campaigns conducted and the buildings constructed since 1923 will give some indication of the progress made.

*Financial Assets.* The total assets of the College increased dramatically from \$113,000 in 1891 to \$822,000 in 1921, two years before Dr. McCain became president. By 1931, they had grown to \$2,764,000; by 1941, to \$3,865,000; and by 1951, to \$6,684,000.<sup>14</sup> Between 1921 and 1951, therefore, the total assets grew more than 700%.

In a similar fashion, the value of the buildings and grounds of the College jumped from \$455,000 in 1921 to \$3,873,500 in 1951, a growth of 750%.<sup>15</sup> The invested funds of the College, amounting to \$194,000 in 1921, had increased to \$2,766,900 by 1951. This represented a total increase of over 1300%. The an-

<sup>8</sup> *Ibid.*, November, 1925, page 2.

<sup>9</sup> Agnes Scott College, Annual Report of the President to the Board of Trustees, May 27, 1927, page 8.

<sup>10</sup> *Ibid.*, May 27, 1932, page 6.

<sup>11</sup> *Ibid.*, June 1, 1951, page 4.

<sup>12</sup> *Ibid.*, page 14.

<sup>13</sup> Agnes Scott College Catalogue, January, 1951, page 35.

<sup>14</sup> Agnes Scott College, Annual Report of the President to the Board of Trustees, June 1, 1951, page 5.

<sup>15</sup> *Ibid.*, page 6.



nual income of Agnes Scott, \$230,000 in 1921, multiplied 160% by 1951, reaching a total of \$600,000. Faculty salaries, amounting to \$81,000 in 1921, grew to \$298,000 in 1951, an increase of 260%.<sup>16</sup>

*The Campaigns.* The greatest single factor in spurring the growth of Agnes Scott has been its campaigns, for each campaign has served not only to raise funds but also to publicize the College and to weld its alumnae, faculty, and students more closely in its service. We can hardly underestimate the value of the two last-named results of the campaigns, for without them the future growth of the College would be nearly impossible to maintain.

We will not pause here to discuss the three campaigns conducted by Dr. Gaines before Dr. McCain became president of the College, but it is well to remember that the General Education Board had made grants to the College in 1909, 1919, and 1921, on the condition that Agnes Scott raise matching funds of varying amounts.

The first campaign under Dr. McCain's administration began in 1929, when the Board offered \$300,000 if the College would secure \$600,000, all funds to be used for endowment. Subscriptions were obtained without serious trouble. However, a different situation prevailed when the second campaign was undertaken in 1930, to raise \$400,000 in order to obtain \$200,000 offered by the General Education Board. Because of the business depression then in progress, subscriptions were not paid as rapidly as had been anticipated. Consequently, the Board agreed to extend the period for collections, and it further offered to give an extra \$100,000 if the campaign were a success. The goal was reached by July 1, 1935.

The third campaign of President McCain's administration was inaugurated in 1939, as a phase of the establishment of the University Center of Georgia. The General Education Board offered \$500,000 to Agnes Scott and \$2,000,000 to Emory University, if the two institutions would jointly raise at least \$5,000,000. Nearly two thousand workers took part in soliciting donations, and more than twelve thousand people contributed to the drive. Agnes Scott secured more than \$1,500,000 when the campaign was completed.

The most recent campaign and the largest from the viewpoint of financial gain was started in 1949, when an anonymous donor generously offered \$500,000 if the College would raise \$1,000,000 in addition to this sum. Since the events of the campaign occurred so recently, a detailed description is unnecessary.

However, it was a complete success, and more than \$2,000,000 were added to the assets of the College.<sup>17</sup>

*New Buildings.* To alumnae who attended Agnes Scott within the last five years, it would be difficult to visualize the campus as it was in 1923—WITHOUT the Bucher Scott Gymnasium, the McCain Library-Buttrick Hall, Presser Hall, the Frances Winship Walters Infirmary, the Bradley Observatory, the Letitia Pate Evans Dining Hall, or the prospect of the President's House and the John Bulow Campbell Science Hall, now under construction. It is true that the familiar landmarks were there, such as Agnes Scott Hall, Rebekah, Inman, White House, the Lowry Science Hall, the Anna Young Alumnae House, and many of the cottages. However, the buildings which support the weight of the intellectual, cultural, and social life of the campus have all been added during Dr. McCain's administration.

The first building constructed after Dr. McCain became president was the Bucher Scott Gymnasium, completed in 1925, which was heralded at the time as "the most expensive and best equipped building hitherto secured by the College."<sup>18</sup> In 1928, the steam plant and laundry were modernized.<sup>19</sup>

In September, 1930, Buttrick Hall was completed, and the campus at last boasted a building adequate to house administrative offices, classrooms, faculty offices, and various student activities. The building, made possible by the General Education Board, was named in honor of Dr. Wallace Buttrick, first president of the Board.<sup>20</sup>

The fourth major building program undertaken during Dr. McCain's administration gave the College a new library which provided spacious reading rooms, seminar rooms, an outdoor study terrace, and stack space large enough to house 100,000 volumes.<sup>21</sup> As soon as it was dedicated, in December, 1936, the old library quarters were remodeled for use as a student activities building and were formally dedicated as the Murphey Candler Building, in April, 1937.<sup>22</sup>

Presser Hall, the music building, was erected in 1940 with funds supplied largely by the Presser Foundation of Philadelphia and the General Education Board. In its Gaines Chapel and Maclean Auditorium the major

<sup>16</sup> *Ibid.*, pages 6-9.

<sup>17</sup> *Ibid.*, pages 10-11.

<sup>18</sup> Agnes Scott College Catalogue, 1924-1925, page 120.

<sup>19</sup> Agnes Scott College, Annual Report of the President to the Board of Trustees, June 1, 1951, page 13.

<sup>20</sup> Agnes Scott College Catalogue, 1929-1930, page 129.

<sup>21</sup> *Ibid.*, 1935-1936, page 128.

<sup>22</sup> Agnes Scott College, Annual Report of the President to the Board of Trustees, June 4, 1937, page 4.



events of the college year now take place, including Investiture, Commencement, daily chapel, student meetings, the lecture series, concerts, and operettas. At the courtesy of the College, the building also houses the Protestant Radio Center.<sup>23</sup>

Within the past three years the College has witnessed the construction of more new buildings than at any similar period in Dr. McCain's administration. The Frances Winship Walters Infirmary was completed in 1949, as was the Bradley Observatory. The latter houses the 30-inch Beck Telescope as well as a planetarium. In the following year work was completed on the Letitia Pate Evans Dining Hall. At the present time, the John Bulow Campbell Science Hall is under construction, and a new President's Home is being erected on Candler Street.<sup>24</sup> Both structures are to be ready for use in 1951.

## Religious Life

No summary of the growth of Agnes Scott would be complete without a reference to the religious life of the College, for progress in intellectual fields and the improvement of the physical plant are closely integrated with spiritual ideals. The College maintains a broad and flexible program of religious activities, ranging from the support of a missionary in the Far East to the sponsorship of programs for working girls living at the Atlanta Y.W.C.A. Cooperatively with Columbia Theological Seminary, it maintains a Syrian Mission at the Central Presbyterian Church in Atlanta. Special attention is also given to work with children. Agnes Scott students spend a given amount of time each week at Scottish Rite Hospital, teaching and playing with the young patients. Activities are held several times a year for the youngsters at the Methodist Children's Home, and recently a kindergarten for Negro children has been sponsored in Decatur on Saturday mornings.

On the campus proper, there has been a steady trend toward broadening the scope of the religious activities so as to include as many segments of the student body as possible. Prior to 1937, the Y.W.C.A. was the only organization on the campus concerned with religious work, but since that time it has been replaced by the Christian Association. In 1949, an Interfaith Council was formed as an affiliate of the Christian Association, its membership to include representatives from the Catholic, Jewish, and Christian Science faiths as well as from the Protestant groups. The Council has done effective work in sponsoring

such campus-wide activities as the annual drive for the World Student Service Fund.

Besides the extensive programs of the Christian Association and the Interfaith Council, there are denominational organizations on the campus, such as the Baptist Student Union, the Westminster Club, and the Newman Club. Furthermore, individual students take an active part in choir work, Sunday school teaching, and other duties in churches of the Atlanta and Decatur area. It is believed that the students of 1951 have a greater opportunity to participate in religious work of all types than did the students of any previous era in the history of the College.

## The Scene in Retrospect

The foregoing record needs no elaboration or comment, for it automatically reveals the numerous and outstanding achievements made by Agnes Scott College since Dr. McCain took the helm in 1923. Perhaps the most remarkable feature of the story is the constant acceleration of progress visible in all three aspects of the school's life—intellectual, material, and spiritual. When we recall that the span of Dr. McCain's presidency began in a period of economic expansion and passed in turn through a severe business depression and a world war, it is surprising that the College was able to maintain its position at the same level on which it began. That it has made notable progress in every field, therefore, is more than a coincidence.

Dr. McCain, in his 1951 annual report to the Board of Trustees, modestly says that the development of Agnes Scott "is definitely the result of cooperation on the part of many people. Its leadership has never been limited to that of the President." While we may agree that the job required the help of many faculty members, students, alumnae, and trustees, we cannot help feeling that Dr. McCain as a person was the catalyst which brought about the successful interplay of all the forces at work. He has more than measured up to the prophetic introduction given him in 1923 by the president of the Alumnae Association:

A man of deep Christian faith and great character, of highest personal ideals, whose own great aims for Agnes Scott have been mingled with those of her beloved founder through constant association; a man of courage and judgment, of initiative and ability, who undoubtedly would have been Dr. Gaines' own choice for the place—this and much more is the new president of Agnes Scott.<sup>25</sup>

<sup>23</sup> *Ibid.*, June 1, 1951, page 14.

<sup>24</sup> *Ibid.*

<sup>25</sup> Agnes Scott Alumnae Quarterly, Summer, 1923, page 16.

# Dr. McCain's



As you see in the picture above, it is ten minutes to one—almost time for the program to begin. Dr. McCain, his six children, and the speakers are seated at the far end of the dining hall, under the clock. It is a wonderful April day. Hundreds of students, alumnae, faculty members and other friends have gathered for the surprise luncheon in celebration of Dr. McCain's 70th birthday, April 9.

There are two microphones at the speakers' table—one for the public address system in the dining hall and the other connected with a recording machine. In only an hour or so, Mrs. McCain will be hearing the whole program on records, in her room.

You are about to hear the speakers. Their brief addresses, word for word, have been submitted in writing beforehand so that Dr. McCain may keep them. The Alumnae Quarterly obtained copies, too, so that the thousands of alumnae who would like to have been there might know what was said.

Only two important elements of the occasion are missing from this written record. One is the ready response of the audience. The other is the "continuity," as it is called in radio—in this case the superb performance of Dr. Wallace Alston, president-elect, as master of ceremonies. He was perfect, from his opening remarks—a special tribute to Frances Winship Walters, Inst., whose gift to Dr. McCain was a new front entrance for the College, named in his honor—to his final message, addressed to Mrs. McCain.

But now you must imagine he has just introduced the first speaker, after telling Dr. McCain to relax and not try to think up suitable responses—he will not be allowed to say a word.

## The Naming of the Library

Mr. Chairman, Ladies and Gentlemen:

It is a privilege for me to be present and to represent the Board of Trustees of Agnes Scott College on this happy occasion.

For one to reach the age of three score and ten years still youthful in mind, body and spirit, with a record of unbroken service and outstanding achievement that commands the respect, admiration and affection of a host of people is a rare and inspiring event. Such is the position that Dr. McCain occupies today.

According to the Psalmist, the life of the Godly is

like a tree planted by the rivers of water,  
that bringeth forth his fruit in his season;  
his leaf also shall not wither;  
and whatsoever he doeth shall prosper.

This quotation is an apt description of Dr. McCain.

What are some of the qualities that undergird his life of accomplishments?

He is modest in his estimate of himself and simple in his habits.

He was always willing to knock, that things might be opened to him and to seek that things might be found. A man of vanity is too proud to knock and to seek, and for this reason misses the storehouse that contains the treasures of life.

Added to his modesty and humility, Dr. McCain possesses qualities of courage, persistent determination, sound common sense, insight into business and understanding of education. Over the years these qualities have enabled him to attain a unique position of leadership and influence.

The executive head of an institution, whether educational or business, must furnish leadership in many directions. In the case of a college, the faculty and the student body must respect his judgment and be willing to accept his decisions. Although the final authority of the college rests in the board of trustees, the executive head of an institution, in order for the institution to function properly, must guide the trustees along the road of harmonious and cooperative action.



# Birthday Party

Dr. McCain has furnished this leadership to his Board in a superb degree. The final test came when he began to plan his own retirement and to select one to succeed him. That process of one great leader releasing the reins and turning them over to another always poses questions of delicacy and danger.

I watched the care with which Dr. McCain went about selecting a man to succeed him. At every turn he put the interest of the College ahead of any personal interest. His sole desire was to find someone who in mental, moral and spiritual equipment could carry on successfully the work of this great and unique college. How well he succeeded all of us now know.

While Dr. McCain was quietly looking for a successor, he was actively and persistently raising funds to better physically equip the College. Some improvements needed to be made that required substantial sums of money. Unless they were made now, Dr. McCain's successor, immediately upon assuming his active duties, would be faced with the necessity of launching a large financial campaign. A serious financial problem is always a handicap to a new administration and Dr. McCain desired that the new president should start his term without such a handicap. Most men would have left such a job to be done by those who were to come after, but that was not so with Dr. McCain. He set about doing the thing himself, although the burden was a heavy one.

As a result, we see a beautiful and well-equipped infirmary, a magnificent dining hall, an observatory, and a science hall, all erected upon the campus within the past three years. The earlier years of Dr. McCain's leadership saw completed four such important additions as the gymnasium, the administration building, the music building, and the library. Only a man controlled by the spirit of self-sacrifice and magnanimity would have attempted such difficult tasks. Such qualities are the hallmarks of greatness.

Dr. McCain, the Trustees recognize your work, they recognize your leadership, and they recognize the great qualities exemplified in your life. They desire that this recognition be made in some tangible and

permanent form, and it is my pleasure to convey to you the action they have taken:

The McCain Library  
named by the Trustees  
in honor of  
James Ross McCain  
president of  
Agnes Scott College  
1923-1951

This plaque will be placed in the McCain Library, where students will come to seek learning and in so doing to pay silent tribute to your life and work.

*John A. Sibley*



THE BOOK OF FOUNDERS—Dean S. Guerry Stukes presents it to Dr. McCain for permanent display in the Library. In it are the names of all who gave to the McCain Library Endowment Fund, with additional pages for future givers.

## The Library Fund

Dr. McCain, we know that your friends everywhere will be delighted with the action of the Trustees in naming our Library in your honor. I am reminded of a conversation with you when we were planning the building. You wanted it to be the best in every respect because you regard the Library as the heart of the College. Today your friends wish to make



sure that it will continue to be the very life of Agnes Scott through generations to come. So these friends—alumnae, students, faculty and others—wish to present to the College an endowment, the income from which is to be used for the purchase of books. This fund shall be known as the McCain Library Fund. It now amounts to more than \$14,000. and surely we expect it to “grow, and grow and grow!” The names of the donors are inscribed in this volume which we present to you for the College. This is our way of expressing our affection for you, and our way of saying: Happy Birthday, Dr. McCain.

*Guerry Stukes*

## The Testimonial Letters

Dr. McCain, many of your friends and admirers have felt a strong inner compulsion to record in writing their appreciation of your character and achievements and your effect on their lives. Nearly all, however, have confessed themselves baffled by the magnitude of the subject and have declared that they could not find words to express their feelings upon it. Since no one has admitted finding even one word appropriate to this occasion, I do not quite know how it is that I have this fat volume of letters to present to you today. Yet, here it is: approximately one hundred thousand words, all of them substitutes for the words that failed us.

*Eleanor N. Hutchens*

## The Automobile

Dr. McCain, all of us realize what an important year this is for you and for us in your relationship to the College. Some time ago a meeting was held with student, faculty, alumnae, and trustee representatives to decide what might be done to express the affection and appreciation of these groups for the friend who had meant so much to the College.

The first decision reached was to name the College Library for you; the second, to establish a Library Fund in your honor; and the third, to do something for you personally. We decided there could be no better occasion for this than your birthday.

It was my pleasure to write a letter to a group of your friends giving them an opportunity of sharing in this gift. The result was very gratifying. Let me quote a single paragraph from one letter: “He is a very remarkable man. In him are found the highest degree of spiritual, moral, mental and physical qualities I have ever seen in one person. Moreover, he

devotes every particle of his personality to the tasks to which he believes God has called him. For twenty-eight years he devoted his powers to Agnes Scott.”

Dr. McCain, it is my pleasure to turn over to you, with the love and good wishes of your friends, the key to this gift. You will find it parked in front of this building.

*George Winship*

## The Student Song

*Tune: When I Was a Lad*

There are so many memories  
Of these years, that, though we try to please,  
We've had to choose, in our short time,  
The ones that we could set to rhyme,  
Such memories, both great and small,  
We never will forget them all.

*(Chorus:)*

And that is why we all have sent  
Best wishes on the birthday of our president.  
In nineteen hundred and fifteen  
A young man appeared on the Agnes Scott scene.  
He looked around and decided to remain—  
As you know by now, it was Professor McCain.  
He looked around and decided to remain,  
So he taught Economics, did Professor McCain.

*(Repeat Chorus)*

By nineteen hundred and twenty-three  
He was as indispensable as he could be.  
He was inaugurated and began his “reign”  
His title now was President McCain.  
Two hundred girls were his domain—  
A very fine ruler was President McCain.

*(Repeat Chorus)*

In nineteen hundred and twenty-five  
A Phi Beta chapter had begun to thrive.  
Three years later from across the seas  
Came the first foreign student of our long series.  
Our Sophs took survey tests in thirty-one,  
And finished third in all the nation.

*(Repeat Chorus)*

*Tune: Skip To My Lou*

Nineteen hundred twenty-six  
Hockey field was just some sticks.  
May Day Dell they chose to fix—  
Working on the Campus.

*Tune: When I Was a Lad*

Now Agnes Scott was getting so big  
That we really had to start to dig.  
Our president, industrious,  
Began with matters quite pecunious.  
In this way then, commenced the train  
Of Agnes Scott's greatest campaigns.

*(Repeat Chorus)*

*Tune: Put Another Nickel In*

First the twenty-eight campaign  
Under Doctor James McCain,  
Classes fought to win first place  
In a regatta race.  
Daughters sent petitions home  
Agnes sailed upon the foam.  
Campaign money—pass the plate—  
In nineteen twenty-eight.  
Little greenbacks—where you been?  
Agnes asked Atlanta in.  
Finished it in record time—  
It's thirty on the dime.

*Tune: When I Was a Lad*  
 Our progress now began to show  
 In ways that all could easily know.  
 Expansion, then, began to be  
 A key to our economy.  
 In adding to our lovely site  
 Buildings to help make us bright.  
 (Repeat Chorus)

*Tune: Skip To My Lou*  
 Nineteen hundred thirty-one  
 Must have study along with fun.  
 Buttrick Hall was then begun,  
 Building up the campus.

*Tune: When I Was a Lad*  
 But all of Agnes Scott's events  
 Have not been dry, without a sense  
 Of humor to relieve the grind.  
 Many examples will come to mind;  
 In the course of our review,  
 Let us start with thirty-two.  
 (Repeat Chorus)

*Tune: Funeral March*  
 A Buick green rolled down the hill,  
 A-rumblin' on it came.  
 It crashed into ole West Lawn's porch  
 'Twill never be the same.  
 The faculty gave dreadful cry:  
 "We must evacuate!"  
 Nineteen hundred thirty-two,  
 It was the fatal date.  
 In thirty-three, depression year,  
 Banks had a holiday.  
 It left the College without food—  
 No way to get dough to pay.  
 Students impecunious,  
 The Holiday was ruinous.  
 How Agnes Scott survived,  
 No one can really say.

*Tune: When I Was a Lad*  
 Such episodes were really brief,  
 A little later on, there came relief.  
 The spirit she'd already shown  
 Could not for long be reduced to moan.  
 And A.S.C., back on her feet,  
 Began to show that she couldn't be beat.  
 (Repeat Chorus)

*Tune: Put Another Nickel In*  
 Come on—just one little check  
 Campus raced it neck and neck.  
 Faculty won—sakes alive!  
 In nineteen-thirty-five.

*Tune: When I Was a Lad*  
 Passing years brought our Prexy fame—  
 Four LLD's put after his name.  
 In thirty-six he was elected head  
 Of the Association of American Colleges.  
 Although he flew to Denver after that,  
 He flew right back to see Black Cat!  
 (Repeat Chorus)

*Tune: Skip To My Lou*  
 Nineteen hundred thirty-six,  
 Books and boy friends now must mix.  
 Library rises, built of bricks—  
 Adding to the campus.  
 Nineteen hundred thirty-eight  
 Picnics never bore much weight.  
 Harrison Hut increased their rate—  
 Stretching back the campus.

*Tune: When I Was a Lad*  
 In those years, though, there were events,  
 That seem to us to have been portents

Of certain trends that we have seen  
 Fulfilled in all they should have been.  
 Such things we feel that we must mention—  
 Since now they'll stir up less contention.  
 (Repeat Chorus)

*Tune: Funeral March*  
 In nineteen hundred thirty-six,  
 There rose the hue and cry  
 "Black Cat is too elaborate,  
 We now must simplify."  
 To add to this the ants did come,  
 Marching six abreast.  
 Our dear old Alma Mater  
 Ten thousands did infest.

*Tune: When I Was a Lad*  
 In thirty-six this system did begin:  
 Semesters went out and quarters came in.  
 In thirty-nine plans were begun  
 For the University Center—several schools as one  
 And A.S.C. girls did agree  
 They liked the classes at Emory.  
 (Repeat Chorus)

*Tune: Put Another Nickel In*  
 Agnes turned out to a man,  
 Passed around the money can;  
 Fifty-Year campaign was fine  
 In nineteen-thirty-nine.

*Tune: When I Was a Lad*  
 Now a new decade had begun  
 A new half-century of growth and fun  
 Had dawned for Agnes Scott, we thought,  
 But that was soon to come to nought.  
 But as it was, we started out,  
 To see what we could bring about.  
 (Repeat Chorus)

*Tune: Skip To My Lou*  
 Nineteen forty was the year—  
 Now we could have music here  
 Presser Hall did then appear,  
 Culturing the campus.

*Tune: When I Was a Lad*  
 Still time has passed and we must view  
 The progress of this past decade too;  
 The war years interrupted us,  
 But we met them without a fuss.  
 And made our plans for expansion  
 When it could all be safely done.  
 (Repeat Chorus)

*Tune: Funeral March*  
 In nineteen forty, glorious year,  
 The snow fell hard and fast  
 It didn't stop till inches ten  
 Were cast upon the grass.  
 The snow was in a flurry,  
 Students had to scurry.  
 But as you know, alas, of course,  
 They had to go to class.  
 In nineteen hundred forty-six,  
 "The Treasurer regrets;  
 The school tuition must be raised,  
 The College can't have debts."  
 Students had authority  
 To resign themselves to poverty.  
 The price of food was up, and so:  
 "The Treasurer regrets."  
 In nineteen hundred forty-seven,  
 "The Treasurer regrets;  
 The school tuition must be raised,  
 The College can't have debts."  
 Students had authority  
 To resign themselves to poverty.

The price of food was up again,  
 "The Treasurer regrets,"  
 In nineteen hundred forty-eight,  
 "The Treasurer regrets;  
 The school tuition must be raised,  
 The College can't have debts,"  
 Students had authority  
 To resign themselves to poverty,  
 This time the cause, hot water,  
 "The Treasurer regrets."

*Tune: When I Was a Lad*  
 But after all, the times do change,  
 And we must fit within their range,  
 And as we paid more all the while,  
 The College grew to keep in style,  
 We progressed so by leaps and bounds,  
 Our speed exceeded that of sound.  
 (Repeat Chorus)

*Tune: Put Another Nickel In*  
 Send some more petitions home  
 Classes tackled on the loam,  
 Campaign aims were wide and great  
 In nineteen forty-eight,  
 Interest began to lag  
 The campaign began to drag  
 The goal drew near—we never quit!  
 And nineteen fifty made it!  
 (Repeat Chorus: First, small group. Second, ALL)

*Tune: Skip To My Lou*  
 Nineteen hundred forty-nine,  
 Strenuous studies undermine;  
 Saw the Infirmary—now feel fine—  
 Doctoring up the campus,  
 Nineteen fifty came around  
 Falling stars can now be found  
 Observatory broke the bound—  
 Heightening the campus,  
 Nineteen fifty—Dining Hall  
 Rises up by Inman, tall,  
 Serving cheese to one and all  
 Fattening the campus,  
 Nineteen fifty almost o'er  
 Goodbye to the little green door  
 Stately gate will add much more  
 Polish to the campus.

*Tune: When I Was a Lad*  
 But we have many memories  
 Besides the ones of building-bees,  
 We never will forget the year  
 That we are presently living here,  
 Impressions of the quarter past  
 Are such that they will always last.  
 (Repeat Chorus)

*Tune: Funeral March*  
 In nineteen hundred fifty-one  
 The plague and pestilence came,  
 Students flocked to Infirmary,  
 Faculty did the same,  
 The elements descended,  
 The tower of Main was rended,  
 These last two disasters—  
 Our only claim to fame.

*Tune: When I Was a Lad*  
 Our song is ending, and we know  
 We have not treated with a serious show  
 The great events of thirty-six years,  
 Which, as they're listed, astound the ears,  
 But we can feel, in our own way,  
 The spirit of this special day,  
 And that is why we all have sent  
 Best wishes on the birthday of our president.



PRESIDENT AS HOST—Dr. McCain showing the new Frances Winship Walters Infirmary to alumnae in 1949.

## The Alumnae Tribute

Friends, recently I learned that Dr. McCain's favorite quotation is one from Plato's *Republic* that is lettered in Greek on the walls of the Library and is translated "Those having torches will pass them on to others." His living belief in this quotation gives us the Dr. McCain we know, admire and love.

For Dr. McCain received a torch from the founders of Agnes Scott College and more directly from Dr. Gaines. They looked to God and the scriptures for the foundation upon which to build the personality, character and spirituality of the young women who would come to Agnes Scott seeking knowledge. They found guidance in II Peter 1:5, "Add to your faith virtue and to your virtue knowledge"—the motto of the College—and thus the torch passed from Dr. Gaines to Dr. McCain.

Faith in God  
 Virtue in living  
 Pursuit of knowledge

What brighter flame could be carried by a man?  
 And what man has held his torch higher?

Some know Dr. McCain as an astute business administrator, dependable and sound in judgment; some know him as a speaker, interesting and informative; some know him as a minister and Bible teacher, reverent and sincere; some know him as an educator, distinguished and respected; some know him as a builder of beautiful buildings at his beloved Agnes Scott; but the girls who have attended college during his administration, without failure to recognize and appreciate him for all these abilities, know him best because he has passed a torch to each of us—a challenge to worthwhile living.



His example inspires us; his success gives us hope that we may be among those having torches to pass to others.

*Catherine Baker Matthews*

## “He Will Go Far”

President McCain, it is a great honor to extend to you the greetings and congratulations of the faculty on this significant birthday.

The occasion calls to mind a story of the years before you assumed the presidency. Dr. Gaines had sent you, according to the legend, to place before the General Education Board Agnes Scott's request for funds. You were successful in the mission, and the General Education Board wrote Dr. Gaines, “Follow that young man. He will go far.”

How prophetic those words were is evidenced on all sides. And we who have journeyed with you real-

ize that your phenomenal achievements spring from a genuine Christianity expressed in a dedication that has been complete, a vision that has been broad, a faith that has overcome obstacles, and an industry that has regarded no task as menial.

As faculty members, we value most highly the progress of the College academically. Improved facilities in classroom, library, and laboratory have made teaching more pleasant and, we hope, more effective. Standards in academic work have been raised and liberal arts values have dominated through times of depression and boom and in spite of shifting educational theory. National recognition has come in the form of a chapter in Phi Beta Kappa, and in your membership on the Senate of the United Chapters of Phi Beta Kappa and on the General Education Board, and in your presidency of the American Association of Colleges. Your achievements have extended beyond the Agnes Scott campus in your work in the Southern Association of Colleges, the American Council of Education and in the University Center of Georgia for which you conceived the idea and in the establishment of which you had an important part. In all this we take pride.

In our personal relations with you, there are innumerable causes for gratitude. I shall not enlarge on the friendliness which has responded to our personal and human needs, but shall mention the three factors which have given us greatest satisfaction. First is your open door policy. No matter how pressing the larger problems of finance and administration, the door to your office has stood open as an invitation to conference on the problems that specially concern us. There has been no barrage of secretaries and red tape to keep us from laying before you our plans, hopes, and fears. This, I feel sure, is unique in president-faculty relations. Further, we appreciate the objectivity with which you have considered all matters whether of discipline or curriculum. But most of all do we treasure the academic freedom which because of your trust in us has been our actual possession. In choice of courses and in procedure of teaching, we have gone our way unquestioned and when criticisms from the outside have come, you have stood behind us. All this has made Agnes Scott a good place in which to work.

And so today we rejoice in the progress Agnes Scott has made under your leadership. Because of you, she has indeed gone far. And we wish for you future years as bright as the sun of this April day.

*Emma May Laney*



WELCOME BACK—Dr. McCain greets a faculty member at the fall quadrangle reception, 1949.



OFFICIAL AND INFORMAL—At left, Dr. McCain officiates with Dr. Alston at the unveiling of the portrait of Mrs. Evans in the dedication of the Letitia Pate Evans Dining Hall in 1950. Below, the McCains with their six children at home, when the clan gathered a few summers ago. Mildred, Louise and Isabel are Agnes Scott graduates, of course; Paul, John and Charles are doctors of philosophy, medicine and theology, respectively.





## Ye Are Complete in Him

By James Ross McCain

*Young Women of the Graduating Class of 1951:*

On the recommendation of the Faculty, the Board of Trustees of Agnes Scott College have conferred on each of you the degree of Bachelor of Arts. In token of this award, you will presently receive from the Chairman of the Board the Agnes Scott diploma.

In the meantime, it is my privilege to speak with you briefly. Your invitation to speak myself on this occasion instead of bringing some distinguished person for a formal address is a very much appreciated evidence of your friendship. As one who is graduating with you this year, I have a peculiar interest in your class—our class perhaps I may say—and I am talking for myself as well as for you in a very informal fashion.

Fifty-one years ago this week, I graduated from college, and our exercises at that time were called a “commencement”, as yours are also designated. The term itself suggests incompleteness and more to be accomplished later, and this provides the theme for this occasion.

You are ending your college days; but even the ones of you who may have accomplished the most will not claim that you have completed your education. You have met our minimum requirements for graduation, and we are proud of you, joining as fond teachers with fond parents in emphasizing to-day what you have done.

You are conscious, however, of courses which you wished and planned to take and yet which you have not been able to include in your busy schedule. In those courses which you did take and in which perhaps you made distinguished marks, there were perhaps assignments for the days or the quarter which you never quite reached. In few cases will you think that the work was done as well as even you might wish to have it done.

Not only in the academic life of the campus may you have a sense of incompleteness, but also in the student activities and in the community life there may be much yet desired. You may feel that, if four years were to be lived again, you would take more interest in the campus program and in the worthwhile people of our community.

Not only in our courses and in our activities have we failed to some extent, but we may have a sense of incompleteness in the development of our own inner personalities. Perhaps our devotional lives have been submerged in the pressure of daily life. Patience and faith and unselfishness may need a vast growth and enrichment. Each of you in retrospect will know what might have been done and yet remains for future accomplishment. It is a real commencement for you and not a completed life.

As we think of ourselves as individuals and of areas in which we have come short, so we may realize that our College faces a commencement of its own. It has made progress in the sixty-two years of its life. Great standardizing agencies have given Agnes Scott the highest ratings, and it leads every important list of institutions in this country; but the great life of your Alma Mater lies in the future. Under a new administration and with proved and tested leadership, with the support of new friends as well as that of the old ones, Agnes Scott will step out with you into fields that may be unknown, of course, but rich with promise and hope, overcoming in some measure at least the incompleteness of our present attainments.

In like manner the Church, whatever the denomination may be, has undoubtedly great achievements to its credit, but surely must realize how far, far short it has come in establishing the Kingdom. It must know that in the eyes of the scoffing world around the incompleteness of its great task is a reproach which ought to be overcome.

And so we might indicate for our own country or for the United Nations or for countless other agencies, great or small, where human minds and wills are involved, that we have fallen short of our great objectives and have a sense of our own incompleteness.

I have no desire to press this point or to multiply examples. It is sufficient to say that all great causes or great organizations are but the lengthened shadows of the lives of men and women who have led them, and many of these individuals have been quick to realize and to confess their deficiencies.

Sir Isaac Newton, though to others the legislator of the skies, was to himself only a child picking pebbles on the shore of truth, while the great ocean of God's wonders rolled untouched around him.

Tennyson was to others a great voice crying in the wilderness of materialism for faith in a higher Being, but to himself he was,

An infant crying in the night,  
An infant crying for the light,  
And with no language but a cry.



The apostle Paul to others was the grandest hero of the faith and bore in his body the marks of Christ, yet to himself he was the least of the apostles and not worthy to be called an apostle.

Of only one Being since time began could it be truly said that His life was finished. For the rest of us it simply ends, with much left undone.

Is life then a failure? If the noblest men of the race are manifestly incomplete in their ideals and in accomplishments, and if they themselves realize that this is true, what must the rest of us expect? If the only measurements are those of what we know and of what we do, we would be surely discouraged; but we have faith which looks to the future and lays hold on forces which are greater than our own. Our very inadequacy and incompleteness may be assets rather than liabilities in the ledger sheets of character.

The poet recognizes this in the lines.

Then welcome each rebuff  
That turns earth's smoothness rough.  
Be our joy three parts pain;  
Strive and hold cheap the strain.

The world has not always or even usually seemed to appreciate those who seemed to fail. Socrates was given the hemlock, and Jesus was sent to the cross.

Count me o'er earth's chosen heroes;  
They were souls that stood alone,  
While the man they agonized for  
Hurled the contumelious stone;  
Stood serene and down the future  
Saw the golden beam incline  
To the side of perfect justice,  
Mastered by their faith divine,  
By one man's plain truth to manhood  
And to God's supreme design.

The process towards victory seems often long and hard, and many a good man has failed because the end was not in sight. Milton, who through defeat might well have given up the struggle, was able to advise,

Not love thy life nor hate, but what thou livest  
Live well; how long or short, permit to heaven.

It was Paul's realization of all this that led him to conclude, "when I am weak, then am I strong". It was this sentiment which led George Matheson to cry,

Make me a captive, Lord, and then I shall be free,  
Force me to render up my sword, and I shall conqueror be;  
I sink in life's alarms, when by myself I stand;  
Imprison me within Thine arms, and strong shall be my hand.

When we have been completely subdued and entirely humble, we may be in position to receive help.

A mother was standing by the side of a lake where her son was swimming when suddenly he began to sink and cried for help. She hastily summoned the lifeguard, and saw to her amazement that he stood and quietly watched the struggling boy. The mother was frantic in urging that he dive in immediately and

save her son, but he resisted her cries and entreaties. At last the boy ceased struggling and was sinking quietly out of sight, when the guard sprang to the rescue and speedily pulled the boy to safety. When the mother continued to reproach him for his delay, he answered: "When you called, the boy was making every effort to save himself, struggling violently all the while. If I had caught him then, both of us would almost certainly have been drowned. It was only when his efforts ceased and he gave up the struggle that I could safely and surely bring him to safety." This is an illustration of the truth in the spiritual world that yielding is often better than struggling in our own strength and that there is a Power all-sufficient to meet our needs.

As we seek for that Higher Power, we cannot go far without realizing that He is to be found only in Christ. In Him are hid all the treasures of knowledge and wisdom, in Him dwelleth all the fullness of the Godhead bodily. It is true that,

Thou, O Christ, art all I want,  
More than all in Thee I find.

He is the complete man: but how can this Christ, ever so complete himself, help our incompleteness?

He gives us the highest ideals, higher than those of Shakespeare or Milton or Wordsworth or Browning or of any other in any time or in any land.

His ideals are so high, so pure, so unselfish, and so complete that nothing has been left out. They give a ringing call to all that is best in us; yet, as has been mentioned before, we cannot by our own efforts attain to even the simplest of the ideals. We must exclaim, "We are but broken lights, O Christ, of Thee".

However, Christ is no mere Idealist. He does not mock us with unattainable heights. He lived the "perfect life in perfect labor writ". He was the Prophet of the higher life, but in every detail of His brief stay on earth He showed us how to live.

But the revealing of the complete ideals and the exhibit of a complete life are not enough for us frail men and women. Principal Shairp has well expressed this. "What men ask is not to know the right, but the power to be righteous. It is because what reason commands, the *will* cannot be or do, that men are filled with despair. As well bid us to lay our hands on the stars because we see them as to realize our ideals or virtue because we discern it."

It is just here that Christ has superiority over all that ever taught before. He said, "All power in heaven and earth is given to me." He is the One who can complete our incompleteness. He knows all our infirmities. He was tempted in all points as we are.

He never gives a command without the power for us to obey. When He says to stretch forth the withered hand, he sends coursing through that arm a divinely imparted vitality. He directs that we preach, and at the same time He gives the message and controls the results.

Our relation to Christ and our use of His power are not theoretical ideas for future use. They are as practical as today's breakfast or the dress you wear. The writer to the Hebrews gives the formula in the simplest terms I know: "Let us run with patience the race set before us, looking unto Jesus the author and finisher of our faith." The three words, "Looking unto Jesus", are the key to everyday living and to victorious living. It is not looking *at* Jesus, even with a good degree of knowledge and perhaps with real admiration. It is not a matter for the intellect, certainly not by itself. Looking *unto* Jesus indicates an act of the will, a yielding to Him, obedience, glad acceptance of Him. It means looking away from ourselves. It may be that we are proud of our successes or that we are discouraged by our failures. In either case we forget ourselves in our dependence on Him.

We are fortunate, too, that our hold on Him is not dependent on our own strength, but that we are held by His almighty power. An artist was asked to depict salvation, and he painted an impressive canvas with a raging tempest and towering billows. In the sea was a swimmer who was reaching out to lay hold on a mighty rock which stood unmoved in the storm. Another artist exclaimed that the picture was seriously defective. He painted the same storm and the same rock and the same spent swimmer, but from the rock an almighty hand was stretched out to grasp and hold the swimmer. He was not safe with his own feeble grasp. He might easily be swept away, but in the true picture he was held by a hand which would not let him go.

When we shall see Him we shall be like Him for we shall see Him as He is.

So take and use thy work,  
Amend what flaws may lurk;  
My times be in thy hand;  
Perfect the work as planned.

We seek at once the companionship and the completing power of Him, "in whom we have our redemption, the forgiveness of sins; in whom were all things created in heaven and on earth, things visible and invisible, that in all things He might have the pre-eminence and that he might sit at God's right hand in heavenly places far above all rule and authority and power and dominion and every name that is

named not only in this world, but in that which is to come—King of kings and Lord of lords! He will make you a Christ-like woman, earth's crowning glory, and thus in Christ your life will be complete.

Not till then will come the true commencement into that full and exciting and never-ending life with the great ones of all the ages and with our loved ones who have gone on before, and with the Lord and Master of all life and the Perfecter of our lives! Truly ye are complete in Him.

And now will you bow with me in a closing word of prayer.

Our Father, in the quiet of this moment, may our thoughts be drawn from all else and be centered now on Thee. We recognize Thy good hand upon us through this year and through all the years that have brought us to this hour.

For our beloved College we are humbly thankful to Thee. Thou art the Founder and Guide and Protector and kind Benefactor who hast led us through sixty-two years of continuous blessings. In simple trust and confidence, we again commend to Thee Agnes Scott in all phases of its life and work. Bless the President who will soon take charge. Fill him with wisdom and understanding and preserve him in life and health. Bless with him Trustees, Faculty, Students, Alumnae and many others who will encourage and uphold his hands. And so may the days ahead for this institution be all that Thou hast planned for it.

We thank Thee, too, for this class—for them as a group and for them as individuals. We rejoice that Thou hast brought them from many homes and from many sections of the earth to unite for these years in training for life service. Now, as we are separating, never perhaps to meet again in this world as an entire group, we pray for Thy abundant blessing upon each one. Consecrate with Thy presence the way their feet may go. Sanctify the choices they are to make. Open their eyes that they may see Thee beckoning them from the low things of this world to the high things of Thy truth and Thy love. Protect them in their physical as in their spiritual well being.

Father, we pray Thy blessings, too, on the loved ones of this group, on the homes represented here, and on all the interests of this moment's height.

And so make each member of this class a true daughter of the King—friends and co-workers with Thyself forever.

And we make our prayer in the all-prevailing name of Jesus.      *Amen.*

*Miss Gooch's retirement in June (see page 18) was the occasion for several parties in her honor and a number of spoken tributes at those parties. The Quarterly has selected this one, delivered at a dinner given Miss Gooch by the English Department, as containing the most material for alumna reminiscence.*

## Miss Gooch on the Campus

By Emma May Laney

Miss Gooch's work on the campus has been private—in her classes—and public—in her readings and her directing of Blackfriars. If you should turn to *The Agonistic* and *The Agnes Scott News*, you would find her appearing in the press of the College more frequently than all the rest of us (English faculty) put together.

As is the case with most of us teachers, her most important work is not mentioned in these files—her teaching. For that I went to her pupils and found them most enthusiastic. Interestingly enough she teaches so that they know not that they are being taught, yet the effects are permanent. The “natural means,” one of them described her method. “She drew me into conversation and while I was wondering why she did not take up the assignment, she was skillfully analyzing my speech and was ready with suggestions for correcting my major defects. She warred ever against *i*, *e*, and lack of *g*, and she used the mirror to make me see my posture, expression, etc. Later she used the “play-back” which made me hear my own words and shocked me into recognition of my faults.” Her interest in her students was complete and no hours of effort were too many to accomplish her results. “The work with her has been a constructive force in my life, although at the time of a lesson, I felt it to be a recreation from courses that were beyond my comprehension.” [Quotes are from two Atlanta alumnae.] Persistent untiring determination made her work with Blackfriars distinguished.

People who have been here as long as I have remember the handicaps under which Miss Gooch worked with girls in black skirts taking the part of men, and with the necessity of building up a platform in the old chapel so that the actors might be seen by

the audience. In those days actors had to be trained to stop speaking for the train to pass and to begin again on the same pitch and tone. An Agonistic of October 25, 1933, recounts “For the first time in the history of Agnes Scott College men instead of girls will take male roles in a dramatic production, ‘Hay Fever,’” and not too long afterwards “Blackfriars Use Men; Men Use Blackfriars.” The girls had been invited to participate in a Tech play.

These handicaps of production had no effect on the type of play produced. The list is a long and honorable one—*Midsummer Night's Dream*, *Twelfth Night*, *As You Like It*, *Taming of the Shrew*, *Trojan Women* and *Libation Bearers*, *Little Women*, *Quality Street*—Shaw, Barrie, A. A. Milne. An outdoor Shakespeare play under the big tree in front of Gaines, the tree which now shades the dining hall entrance, became a tradition until the frequent inclemency of the weather ended it.

No matter *where* the play, Miss Gooch's skill in casting the parts was always recognized and although her high standard often made her “wash her hands” of the whole at the dress rehearsal, always she created on that little stage with those amateur actresses the illusion of reality.

In those distant days players were chosen by a faculty committee from volunteer try-outs, and often interpretations were great fun. I remember sitting with Miss Alexander as a sophomore tried out as Juliet's nurse with her hands on her hips like a black mammy!

Sometimes Miss Gooch turned playwright, as when she dramatized “Anne of Green Gables.” The College News story of this event reads, November 26, 1926. “Blackfriars was always under an auspicious star in spite of the fact that there were thirteen charter mem-



bers . . . It is interesting to note that Miss Gooch has been its faery godmother, doing wonderful things for her Cinderellas . . . coach and this time playwright . . .”

She was the faery god-mother, for when interest seemed flagging in face of increased social activities, she secured the Bennett cup which is now awarded each year to the student doing the best acting.

In the '20's, when Miss Nan Stephens was conducting a play writing class at Agnes Scott, Miss Gooch's presentation of the best of these plays by Margaret Bland, Polly Stone, *et al.* was an important feature of the year. A high point in her success was the taking to New York of a production of Margaret's *Pink and Patches* to enter the Little Theatre Contest. The play won first prize for unpublished plays. Later Frances Hargis' *Hero Worship* won the second prize for an unpublished play.

Great fun were the faculty plays under her direction.

*The Ladies of Cranford*—don't ask me why it was selected—was presented twice. One of Margaret De-land's "Old Chester Plays" and *The Importance of Being Earnest* were others.

Of equal interest with the Blackfriars plays was Miss Gooch's annual interpretation of a play by her own reading. Frequently it was said "I don't like public reading of plays, but I like Miss Gooch's." The *Agonistic* announced "On March 4, 1936, Miss Gooch will read Shakespeare's *Much Ado*. She has memorized the play and read it many times, one of which was before the Atlanta Drama League." George Hayes and I both remember how she delighted a packed house when she read it. Equally memorable was the reading on Lee's birthday of John Drinkwater's *Robert E. Lee*.

And so I give you Frances K. Gooch—teacher, reader, playwright, coach, producer.

## STILL AVAILABLE

Faculty reading lists on Philosophy of the Christian Religion, Astronomy, Philosophy, Latin America, Greek Drama, Shakespeare, Russia, The English Novel, Modern Poetry, Education, Minority Groups, Economics, The French Novel, American History, Nineteenth Century English Poetry, The Writing of the Short Story, American Government, European

Governments, The Theatre. Send request to the Alumnae Office. Inquiries will be answered individually by Dr. Paul Garber (on Religion and the Bible), Mrs. Adolf Lapp (on Children's Exercises and Music for Dancing), Dr. Henry Robinson (on Statistics, Finance, and Other Fields of Mathematics), and Dr. Catherine Sims (on Current Affairs).

## Coming to Atlanta?

Stay at your own Alumnae House. For reservations write Mrs. Eloise Ketchin, Hostess, giving time of arrival and stating whether you wish a room with a private or a shared bath. Rates for active alumnae about half those of hotel. You're always welcome!

# News of the Campus

## Kresge Gives \$35,000

A gift of \$35,000 from the Kresge Foundation of Detroit, to aid in the equipment of the new John Bulow Campbell Science Hall, was announced in June by President McCain.

Secured through the interest of Dr. Frederick H. Olert of Detroit, who preached the 1950 Commencement sermon at Agnes Scott, the gift will provide essential installations in the chemistry, biology and physics laboratories.

Given previously toward the completion of the building was \$50,000 from the General Education Board.

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## Dr. McCain Named Moderator

Dr. James Ross McCain was elected moderator of the Presbyterian Church in the United States at its 91st general assembly at Orlando, Fla., in June, a few weeks before he retired from the presidency of Agnes Scott. The position is that of titular head of the church.

Long a leading layman in the Presbyterian Church U.S., Dr. McCain has held a series of important committee chairmanships in its organization.

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## Miss Gooch Retires

Miss Frances K. Gooch, who has taught speech to Agnes Scott students for 36 years, retired from the faculty in June and made plans to open a private studio in Atlanta.

A graduate of the School of Speech in Boston and holding the B.A. and M.A. degrees from the University of Chicago, Miss Gooch had taught previously at several colleges in the Southeast. At that time speech was not considered an important part of the curriculum, and therefore speech lessons were offered to only a few pupils, at an additional expense. Dr. Armistead, head of the English department at that time, was anxious to offer some means of improving the diction of the campus. Miss Gooch organized the first classes and courses in speech. At first speech was a required course for sophomores, and when the classes became too crowded, it was changed to the list of electives.

Nineteen hundred and fifteen was the year in which Blackfriars, the campus dramatic organization, was established. Miss Gooch was one of the leaders in this

organization, together with Dr. Armistead and Miss McKinney. The club gave its first production on Thanksgiving Day 1915, and since this time has developed into a leading campus organization, presenting a great number of plays through the years.

Miss Gooch has taken an active part in speech work in Atlanta, in Georgia, and in the nation. She has spoken to civic clubs and to speech groups on innumerable occasions, and for three years held a leading role on a radio show. She has taught for many summers at speech workshops throughout the nation and has had published a number of articles on speech and drama, for the most part in professional journals. She traveled for six summers in Europe, and attended summer sessions at Oxford, Cambridge, and the University of London.

Miss Gooch was for one year first vice president of the American Speech Association; president of the Southern Speech Association, of which she was a charter member and vice president several times. She was a founder of the Georgia Speech Association. In 1951 this group honored her on the 20th anniversary of their founding with a dinner and presented to her a silver card tray in recognition of her services.

About 30 of her former students honored her at a luncheon in Atlanta early in June and presented her with testimonial letters and a gift of bonds. For a sketch of her as a prominent campus figure through the years, see page 16.

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## Miss Louise Hale Dies

Miss Louise Hale, associate professor of French at Agnes Scott and a member of the faculty for thirty years, died June 7 after a long illness.

Miss Hale had been on leave from teaching since early in 1950 but had remained at her home on the campus until a few weeks before her death, when she entered a hospital in Massachusetts near the pastorate of her brother, the Rev. Edward Hale of Framingham Centre.

A graduate of Smith College in the class of 1913, Miss Hale held the M.A. degree from the University of Chicago and had done advanced study at Columbia University and in France. She was born in Chicago but spent most of her early life in Lafayette, Ind. Burial was in Milwaukee, Wis.

She is survived by the Rev. Mr. Hale and another brother, Stewart Hale of Nashville, Tenn.

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## 1917 Room Opened

The Class of 1917 at its reunion in June presented for inspection the northwest corner bedroom of the Alumnae House, which it has completely refurnished and redecorated under the leadership of Augusta Skeen Cooper, president of the class.

The room and its private bath are available to alumnae staying overnight (or longer) on the campus and are beautifully furnished to the last detail.

Members of 1917 conceived the project at their 30th reunion in 1947.

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## Faculty Summers

*(from The Agnes Scott News)*

True to their varied interests, the faculty has summer plans that range from trips to Europe and graduate study, to quiet vacations at home and—of all things—teaching! A quick run around the campus proved that the profs are anticipating big things for the days after the final grades are filed.

Off on a trip abroad, Mr. and Mrs. Byers will spend six weeks touring England and the continent. Mr. and Mrs. Sims are also planning a trip to England the latter part of the summer. Mrs. Dunstan goes to Spain on a Carnegie grant for research on two Spanish writers.

Faculty members switching from teacher to pupil will be Miss Harn, Miss Bridgman, and Miss Hagopian. Miss Harn will be studying languages at Middlebury College in Vermont. The Biological Station at Woods Hole, Massachusetts will again claim Miss Bridgman's attention. Getting musical ideas from over half-a-hundred Pennsylvanians, Miss Hagopian will be taking notes at Fred Waring's Workshop.

Mr. Garber reports that his family will be vacationing in Montreat during June and August.

Another faculty family in North Carolina will be the Robinsons, who are going to be at their summer home in Hendersonville.

Miss Cilley will be doing research on Portuguese literature at Harvard University.

Mr. Frierson and his family will return to Oak Ridge, Tennessee for another summer. Mr. Frierson will be doing atomic research in connection with the government project there.

Miss MacDougall will remain at the college to continue work on her textbooks.

Washington, D. C., will be Miss Omwake's destination and Denver, Colorado, will be Miss Laney's.



MOTHERS AND DAUGHTERS—Here are six of the eight Agnes Scott mother-and-daughter combinations at the 1951 Commencement. Mothers, left to right: Ruth Spence Spear, x-24; Nell DuPree Floyd x-14; Frances Gilliland Stukes '24; Julia Hagood Cuthbertson '20; Frances Stuart Key, x-23; Helen Burkhalter Quattlebaum, x-22. Daughters, left to right: Marjorie Stukes, Jenelle Spear, Nell Floyd, Julia Cuthbertson, Barbara Quattlebaum, Charlotte Key. Missing: Margaret Leyburn Foster '18 and Betty Jane; Alice Beck Dale. Inst., and Andrea.

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Dr. Alston and his family are planning a vacation in Florida during June.

Taking a postman's holiday, Miss Dexter will teach at Alabama State College.

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## Mother of the Year

Dr. Mary Martin Sloop, college physician at Agnes Scott in 1907-08, was named Mother of the Year last spring by the American Mothers' Committee of the Golden Rule Foundation for her work with underprivileged mountain children. Dr. Sloop, now 77, has two children, both doctors.

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## Honors

Agnes Scott students and alumnae won various awards in academic and related fields this year. Two seniors, Sarah McKee and Marie Woods, were among about 35 students chosen throughout the country for generous scholarships newly established by the General Education Board. Given to interest promising young people in college teaching, the grants provide full tuition, travel expenses, and \$1,125 for a year at the graduate school of the student's choice. Betty Stevenson '41, now at work on her second book, won a Guggenheim fellowship which will give her more



time for research and writing. Jean da Silva '48 won a trip abroad at the expense of The Christian Science Monitor. Details of the award have not reached the Alumnae Office. Jane Hart, a junior, won first prize in the annual Georgia Writers' Association short story competition. She is studying creative writing under Dr. Margret Trotter of the English department, herself a successful author of short stories. A poem by Marjorie Felder, a senior, was selected from manuscripts submitted by college students over the nation for discussion in the annual Arts Forum at the Woman's College of the University of North Carolina. Its inclusion meant publication in the Arts Forum magazine, an interview with the poet Robert Penn Warren, and public discussion by him. A story by Jane Hart was included last year. Marion Merritt, a sophomore and daughter of Marion Park Merritt ex-'21, was one of 20 winners among 850 contestants in Mademoiselle magazine's annual college board selection. Her reward was a salaried job, travel expenses paid, on Mademoiselle for the month of June, when she and the other 19 guest editors prepared the college issue of the magazine. Incidentally, Alumnae Representative Doris Sullivan '49 is featured in the current issue, Jobs & Futures department. The article was written by Marybeth Little '48, who is on the staff of the department. Kate Elmore '49, having taken the M.A. in English at Radcliffe, has been accepted at Oxford. She will study in St. Anne's, where Maya Riviere '28 has been a student for the last year or so. Ellen Hull, an honor graduate at Agnes Scott this year, won the Bennett scholarship for graduate study at the University of Pennsylvania. Other scholarships were falling thick and fast among the seniors as The Quarterly went to press. Muriel Gear, a junior, won a Putney grant for a summer in England, where she will live with a doctor's family for a month and travel subsequently. Sarah Frances McDonald '36 swept the field when she graduated from Woodrow Wilson College of Law in May. She was valedictorian of her class, won the key for outstanding scholastic

work given by Delta Sigma Gamma, and received the award of the Harrison Company, law book publishers, for the highest scholastic average. There were 82 in the graduating class. Honored by the Agnes Scott student yearbook was Margaret Phythian '16, to whom The Silhouette was dedicated this year with the tribute: "To Miss Margaret Taylor Phythian, whose intellectual standards, strong Christian character, and warm personality lead us toward a fuller realization of the Agnes Scott ideal."

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## Calamities of the Year

If you were puzzled by certain references toward the end of the Student Song to Dr. McCain (page 10), enlightenment is at hand. The "plague and pestilence" was a sudden virus attack which felled about 100 members of the campus community in one week-end. At first thought to be food poisoning, the epidemic was later traced to a virus by the state board of health. The same malady swept through Atlanta. The rending of the tower of Main took place in the course of a violent thunderstorm which hurled a slate cupola through the roof and poured cataracts of water in after it. The building had to be evacuated for a time while the mess was cleaned up, its occupants moving for the duration to the Infirmary and to improvised barracks in the old Rebekah dining room.

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## Kudos for the Dining Hall

The Letitia Pate Evans Dining Hall emerged from its first year with national recognition "for highest standards of sanitation and for superlative achievement in storing, handling, preparing and serving food." The plaque bearing these words was awarded by Institutions Magazine at the convention of the National Restaurant Association in Chicago and brought home to Agnes Scott by Mrs. Ethel J. Hatfield, chief dietitian. Photographs, blueprints and operational data were on display at the convention.

# The Association

The Annual Meeting of the Alumnae Association on the Saturday before Commencement brought the election of seven alumnae to the Executive Board, the confirmation of one as an Alumna Trustee of the College, and the passage of amendments to the Association By-Laws concerning the Anna Young Alumnae House.

Elected to the Board were: Dorothy Holloran Addison '43 and Jean Bailey Owen '39, vice-presidents; Betty Medlock '42, treasurer; Mary Wallace Kirk '11, education chairman; Fannie G. Mayson Donaldson '12, nominations chairman; Laurie Belle Stubbs Johns '22, garden chairman; and Grace Fincher Trimble '32, residence chairman.

Grace's office was promptly abolished (as she had been assured it would be when she accepted renomination after a distinguished two-year term of service) by the amendments, which combined the Residence and House Decorations Committees and set up a Property Committee made up of the House, Grounds, and Entertainment committee chairmen. The Property Committee will meet once each quarter and allot expenditures to its three subsidiary committees from the house income.

The re-election of Frances Winship Walters, Inst., as an Alumna Trustee of the College was ratified. The second Alumna Trustee is Betty Lou Houck Smith '35, immediate past president of the Association. Three other alumnae are on the Board of Trustees, but not as alumnae representatives.

Catherine Baker Matthews '32, president of the Association, conducted the meeting. Eleanor N. Hutchens '40, director of alumnae affairs, combined committee and office reports for the 1950-51 year as follows:

## Report of the Director

It is always with a sense of guilt that I rise to make this annual report. Through a whole year, I have watched the intelligent and devoted work of your elected representatives and their committee members. I have admired their ability to manage families or

jobs and still have heart and time for the leadership and competent service a modern alumnae association requires. I have become personally attached to them. Every time one of them calls me on the telephone, or comes to the office, or writes to me, I see her in the midst of a crowded day making time for Agnes Scott and the cause of learning as it is served by the Alumnae Association. Inwardly I call down blessings on them. Outwardly I boast of them to the Faculty and hold them up to the students as examples of educated womanhood.

Yet, every year at this time, I must compress all their achievements into a few paragraphs and report them as if they issued from some impersonal body which made things happen without labor, difficulty or sacrifice.

When I turn to the work of the Alumnae Office and calmly announce that the correspondence has been answered, The Quarterly published, and forty thousand printed mailing pieces of various kinds dispatched: that reservations have been taken for three major events; and that we now have current, correct addresses for 97% of all living Agnes Scott graduates; when I review these things accomplished, I think of Emily Bradley, who addressed every one of those mailing pieces, typed or mimeographed everything that was not printed, supervised a large and shifting corps of student assistants in keeping the address files and scrapbooks up to date, and organized all of the intricate machinery of reservations, besides doing all the bookkeeping and banking and filing in her spare office time and earning an introduction on a recent public occasion as the owner of "the *pleasant* voice which answers the 'phone in the Alumnae Office." Yet I must summarize all of her wonderful successes in a bare and partial recital of things done by the Office.

In this preamble, which to some extent has sacrificed the brevity that is the only excuse for the spareness of this report, I have tried to activate for you the passive verbs that follow. When I report that a project was undertaken, or carried on, or completed, please allow the image of the person responsible to rise in

your minds and there occupy for a moment a shining pedestal.

There have been many improvements in the Alumnae House this year, with the acquisition of a full-time hostess, the removal of the Office from the residence part to the rear ground floor, the partial redecoration of the front rooms downstairs, and the addition of needed furnishings upstairs. Some of these changes have been made possible by the generosity of the Atlanta and Decatur Agnes Scott Clubs and of members of the House Decorations Committee. The complete redecoration of the main bedroom has been carried out by the Class of 1917, whose president's good taste and hard work have made this room one of the show-places of the campus and certainly the most inviting spot for alumnae staying overnight.

All of you who have gardens, or even yards, remember the Great Freeze of last fall. Thanks to the skill and unremitting labor of your garden chairman and to the gift of several valuable plants, the Alumnae Garden survived it. The Committee has also worked with College officials in coordinating the Garden with the terrace of the new Dining Hall and in planning the beautification of the area between the Garden and Inman Hall.

The House and the Garden have been background for the work of the Entertainment Committee, which welcomed freshmen with a tea in the fall, planned the social part of events sponsored by other committees, and prepared the annual garden party for seniors and their guests on the eve of Commencement.

A large part of the Alumnae Association's program consists in informing its members, the students and the public about Agnes Scott and other subjects. The Publications Committee, through *The Quarterly*, has kept you abreast of happenings at the College and in the lives of your friends. The Special Events Committee enabled you to come back to the campus on Alumnae Day for classes and for two lectures by the president of the University of Chicago; to hear the Agnes Scott Founder's Day radio program, which with the aid of alumnae in other cities was broadcast over six stations in five states; and to be here today and learn what your Association has done. The Vocational Guidance Committee this year mustered nine career women to confer with students on fields of employment interesting to college graduates. The Class Officers' Council has overseen the collection of class news and the holding of reunions and has maintained class organization by filing vacant offices. The Alumnae Office has described to the Senior Class the work

and philosophy of the Association which it is joining. The Education Committee has asked alumnae clubs to study the local high schools, with a view to compiling information on the current state of college preparatory programs, and is planning instructive material on education for the Fall Quarterly. The Nominations Committee has performed the indispensable function of seeking out alumnae who are qualified and willing to assume responsible positions in the Association, and of presenting their names to you in advance of elections. The vice-president in charge of Constitutional changes and interpretation has proposed to you certain amendments to the By-Laws, and this work has required careful research and reporting.

The service of the alumnae clubs in disseminating information about Agnes Scott has been invaluable. You have read in *The Quarterly* their own reports on their programs. The newspaper publicity given to the College by their activities; the attraction of outstanding high school students to Agnes Scott by means of parties and meetings with the field representative of the College; and the renewal of their own understanding of Agnes Scott, through programs which often center around speakers from the Faculty or the Administration; all these results are well worth the time spent on them by club members and officers. A serious need in America today is that for a better understanding of colleges in general: what the different kinds of colleges are, why there are different kinds, how a student and his parents should set about choosing the college that will be best for him. The well-informed alumnae club can go far toward meeting this need in its own community, and our clubs are making good progress. The vice-president in charge of clubs has helped to stimulate that progress by making suggestions for club projects and by urging alumnae in clubless cities to organize. Several new groups have come into being this year as a result, and there is an increasing tendency toward definite, constructive, Agnes-Scott-related projects.

The financial affairs of the Association have been relatively simple for the last three years because the College has provided its operating expenses. This arrangement, as you know, was for the duration of the Campaign and the subsequent pledge-paying period which ended last December. In these three years alumnae have given more than \$400,000 to the College. Three-fourths of this sum consisted of very large gifts by two alumnae; but one hundred thousand dollars came in contributions from nearly three thousand of us. In a recent survey made by the American Alumni



Council, the ratio of Agnes Scott's alumnae givers to its graduates was shown to be the second highest in the nation, among 230 colleges and universities reporting. Dartmouth College, whose alumni fund is of many years' standing and whose alumni classes are highly organized for personal solicitation by class members, ranked first. We are now launching forth again on a self-supporting basis, with an Alumnae Fund goal of \$15,000 and in the hope of presenting to the College each year a sum equal to a year's income on \$100,000 in endowment. Your Finance Committee has announced this goal and will work toward its realization this summer and next fall.

This report for the year 1950-51 would not be complete without mention of a project which, though not strictly an undertaking of the Association, depended largely for its success upon the resources of the Office and the response of alumnae. This was the birthday party for Dr. McCain on the ninth of April. About 1,200 alumnae contributed to the library endowment fund in his honor, their gifts making up two-thirds of the sum raised, and about 1,000 wrote letters of appreciation. The luncheon itself, to which many alumnae came from great distances, was one of the biggest occasions of Agnes Scott history.

The Association will be likewise involved in the Inauguration of Dr. Alston next October 22nd and

23rd. These two days will be designated as Alumnae Homecoming, and your Special Events Committee will be at work then in conjunction with the Inauguration Committee, on which the Association is represented. All active members of the Association will be invited, as will the presidents of colleges and universities over the nation, to see the first presidential inauguration in the history of Agnes Scott and to wish our new president well.

It will have been noticed that I have included the names of no volunteers whatever in this recital of alumnae achievements in the last year. The reason is that if I began there would be no stopping place. It may be estimated that about 500 alumnae actually worked in the Association and its clubs this year, performing about 50 different kinds of jobs. I can only say, and ask you to consider, that they have been engaged in one of the most important and potentially fruitful volunteer services possible: the preservation of the liberal arts college, its standards and its values, through another of the world upheavals which it has always survived by the watchfulness of those who in every period of the last 2,500 years have understood it and believed in it.

Respectfully submitted,  
*Eleanor N. Hutchens*

## Know a Promising Student?

Many high school girls who intend to go to Agnes Scott or other liberal arts colleges do not know the requirements for admission. Others do not know how to choose the kind of college which can do most for them. Information on both these points could save bitter disappointments.

The Education Committee of the Alumnae Association has been concerned with this problem in recent years and has tried to enlist alumnae and alumnae clubs in the effort to inform prospective college students.

Do you know a high school girl or two whose attention you would like to call to Agnes Scott? If you will fill out this form and mail it to the Office of the Registrar, Agnes Scott College, Decatur, Ga., she will receive the Catalogue, the Viewbook, and other informative material. If she eventually applies for admission, she will be given special consideration as having been recommended by an alumna.

To the Office of the Registrar:

I request that information about Agnes Scott be sent to:

Name (Please print) \_\_\_\_\_

Address \_\_\_\_\_

School attending \_\_\_\_\_ Date of College Entrance \_\_\_\_\_

Name (Please print) \_\_\_\_\_

Address \_\_\_\_\_

School attending \_\_\_\_\_ Date of College Entrance \_\_\_\_\_

Signed \_\_\_\_\_

Address \_\_\_\_\_

# Class News

Compiled by Eloise Hardeman Ketchin

## DEATHS

### Institute

Katie Morgan Simms died last November.

Essie Marie Baker Etheredge died May 15, 1950.

Margaret Kirk Cleaver died last November.

Clare Harden Barber died April 16.

Cora Strong's sister, Daisy Strong, died March 17 at their home, "The Stronghold," in Greensboro, N. C.

Mrs. C. E. Kerr, mother of Laurene Kerr Coleman, died May 9 at the age of 96.

### Academy

News has reached the Office of the death of Sara Caroline Simpson Gossett in 1950.

Elijah D. Beatty, father of Lillian Beatty Parent and Mildred Beatty Miller, died Feb. 23 at his home in St. Petersburg, Fla.

Pauline Austin Barnett died March 25.

### 1915

John J. McKay, father of Ethel McKay Holmes and grandfather of Leila Holmes '45, died March 17.

News has reached the Office of the death of Willie May Elkins House's husband.

### 1916

The Office has received word of the death of Sue Ione McEachern Burns in April, 1949.

### 1922

The brother of Frances Oliver Adams and father of Mary Ball Oliver '41 died March 17.

### 1923

Jane Knight Lowe's husband, Bob, died in April.

### 1925

Adelle Moss Mower died April 5 in Birmingham, Ala.

### 1930

Carlton Jones French lost her husband March 29.

### 1933

Elizabeth Little Letton died in July, 1950.

Virginia Wilson Reese lost her mother last fall.

### 1939

Lou Pate's mother died April 23.

### 1940

Lula Jackson Rhodes, grandmother of Frances Abbot Burns, died in April.

### 1942

Martie Buffalow Rust lost her grandmother in January.

### 1944

Catharine Steinbach Parke's husband, the Rev. Frederic Huntington Parke, Jr., 34, died Nov. 30, 1950, in Alameda, Cal. He was assistant rector of Christ Church, Alameda, and rector-elect of Christ's Church, Sausalito, Cal., at the time of his death. A graduate of Stanford University School of Engineering, he served as a captain in the Signal Corps during World War II and later graduated from Episcopal Theological Seminary, Alexandria, Va. Their daughter, Susan Theodosia, was born Jan. 10, 1951. Mail will reach Cathy sent to Box 2184 Pine St. Station, Spartanburg, S. C.

### 1946

The grandmother of Ellen Hayes and Anne Hayes Berry '48 died last October. She was Professor George Hayes mother.

### 1947

Louise Hoyt Minor lost her mother March 14.

### 1948

Barbara Blair's father died in February.

## INSTITUTE

Reunion for classes of '99, '00, '01 and '02 May 31.



THE HALF-CENTURY CLUB. 1895-'98. *Annie Emery Flinn, Alice Coffin Smith, Louise Reese Inman, Caroline Haygood Harris, Louise Hurst Howald.*





JOINT REUNION, '14, '15, '17. *Linda Miller Summer '14, Mary West Thatcher '15, Mary Hyer Dale '15, Amelia Alexander Greenawalt '17, Mary Rogers Noble '14, Ruth Blue Barnes '14.*



THE "TEEN REUNION CHAMPS"—1916. Margaret Phythian, Hallie Smith Walker, Ora Glenn Roberts, Maryellen Harvey Newton, Mary Bryan Winn, Eloise Gay Brawley, Lillian Anderson Reid, Laura Cooper Christopher, Charis Hood Barwick.



THE GATHERING OF '33. Marie Moss McDavid, Vivian Martin Buchanan, Margaret Burt, Catharine Happoldt Simpson, Elizabeth Thompson Cooper, Sara E. Evans (a guest), Helen Etheredge Griffin, Deborah Griffin (another guest), Ora Craig Stuckey, Preston Pratt, Caroline Lingle Lester, Elizabeth Moore Ambrose, Jewell M. Campbell, Evelyn Campbell.





BLUE RIBBON REUNION CLASS OF THE 'THIRTIES—1934. *Mary Jackson Chambers, Dorothy Potts Weiss, Gladys Pratt Entrican, Mary McDonald Sledd, Frances Tufts Shreeder, Louise McCain Boyce, Nelle Chamlee Howard, Marguerite Jones, Mary Winterbottom, Ruth Shippey Austin, Elizabeth Johnson Thompson, Lucy Goss Herbert, Helen Boyd McConnell, Elizabeth Winn Wilson, Mary Sloan Laird, Eleanor Williams Knox, Bella Wilson Lewis, Aloe Risse Barron Leitch, Johnnie Mae York Rumble, Martha England Gunn, Rudene Taffar Young, Elaine Heckle Carmichael, Frances Adair.*



STALWARTS OF 1935. *Marie Simpson Rutland, Ida Lois McDaniel, Anne Scott Harma, Mauldin, Mary Green, Vella Marie Behm Cowan, Mary Virginia Allen, Betty Lo Houck Smith, Jule McClatchey Brooke, Alice Frierson Gillespie, Alsine Shutze Brown, Mary Summers Langhorne, Elizabeth Young Williams, Willie Florence Eubanks Donehoe, Fidesah Edwards Ingram.*



THE 15TH ANNIVERSARY OF 1936. *Carrie Phinney Latimer Duvall, Ruby Hutton Barron, Frances Miller Felts, Sara Cureton Prowell, Mary Margaret Stowe Hunter, Ellen Johnston Hammett, Floyd Butler Goodson, Jean Hicks Pitts, Meriel Bull Mitchell, Myra O'Neal Enloe, Margaret Cooper Williams.*









1941 SCHEDULED A SPECIAL TENTH-YEAR REUNION FOR ITSELF. Elaine Stubbs Mitchell, Freda Copeland Hoffman, Ida Jane Vaughan Price, Sarah Handley, Martha Moody Laseter, Marcia Mansfield Fox, Louise Meiere Culver, Tommay Turner Peacock, Gay Swagerty Guptill, Sarah Rainey Glausier, Mary Madison Wisdom, Carolyn Strozier, Anne Foxworth Martin, Louise Franklin Livingston.



THE FRESHMAN REUNION CLASS—1950. *Ann Pitts, Todd McCain Reagan, Sarah Tucker, Julia Goode, Mary Ann Hachtel, Katherine Dickey, Mildred Flournoy, Sarah Hancock, Betty Jane Crowther, Cathie Davis, Aline Marshall, Sally Thompson, Ann Williamson, Jessie Hodges, Joann Plastre, Barbara Lawson Mansfield, Marie Heng, Barbara Young, Helen Edwards, Sara Jane Campbell, Pat Overton, Mary Frances Morris, Elizabeth Flowers.*





RETURN POSTAGE GUARANTEED BY ALUMNAE QUARTERLY, AGNES SCOTT COLLEGE, DECATUR, GEORGIA

Coming!

## **The Inauguration of President Alston**

October 22 and 23

**Combined with Alumnae Homecoming**

Plan to be Here!

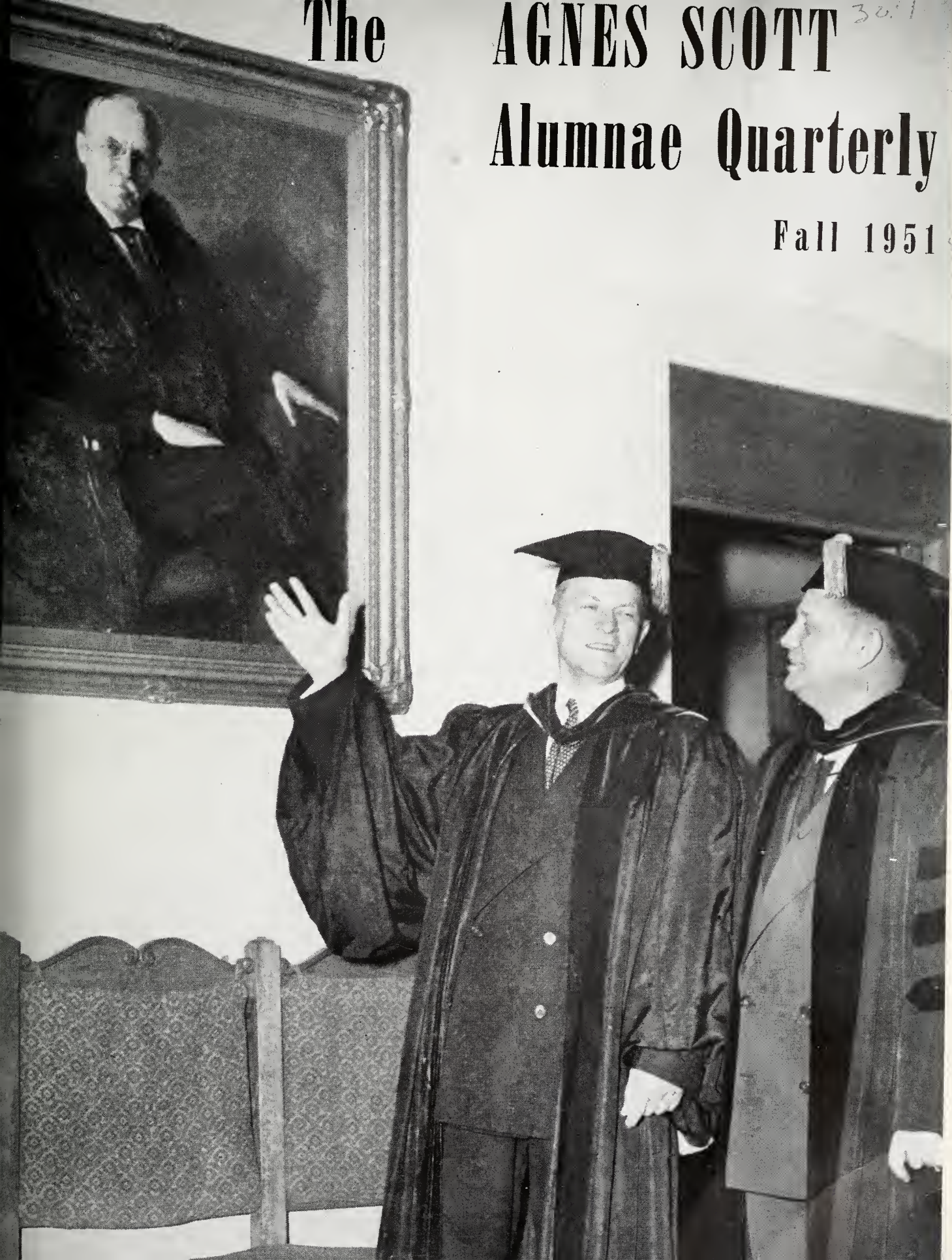






30.1  
The AGNES SCOTT  
Alumnae Quarterly

Fall 1951





**THE  
ALUMNAE ASSOCIATION  
OF  
AGNES SCOTT COLLEGE**

**Officers**

CATHERINE BAKER MATTHEWS '32  
*President*  
JEAN BAILEY OWEN '39  
*Vice-President*  
FRANCES THATCHER MOSES '17  
*Vice-President*  
DOROTHY HOLLORAN ADDISON '43  
*Vice-President*  
JULE MCCLATCHY BROOKE '35  
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BETTY MEDLOCK '42  
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**Trustees**

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FRANCES WINSHIP WALTERS INST.

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*Nominations*  
SARA CARTER MASSEE '29  
*Special Events*  
FRANCES RADFORD MAULDIN '43  
*Vocational Guidance*  
MARY WALLACE KIRK '11  
*Education*  
ELAINE STUBBS MITCHELL '41  
*Publications*  
CARY WHEELER BOWERS '39  
*Class Officers*  
JULIA PRATT SMITH SLACK EX '12  
*House*  
LAURIE BELLE STUBBS JOHNS '22  
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MARY McDONALD SLEDD '34  
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ELEANOR N. HUTCHENS '40  
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EMILY HIGGINS BRADLEY '45  
*Office Manager*  
ELOISE HARDEMAN KETCHIN  
*House' Manager*  
MARTHA WEAKLEY '51  
*Office Assistant*

**Member  
American Alumni Council**

**The  
AGNES SCOTT  
Alumnae Quarterly**

Agnes Scott College, Decatur, Georgia

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Fall, 1951

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COVER—*This newspaper picture was taken by Photographer Tracy O'Neal for The Atlanta Journal a few minutes before the inaugural procession formed. It shows, of course, Agnes Scott's only three presidents in her sixty-two year history: Dr. Frank H. Gaines, Dr. James Ross McCain, and Dr. Wallace McPherson Alston.*

ELEANOR N. HUTCHENS '40, EDITOR

The Agnes Scott Alumnae Quarterly is published four times a year (November, February, April and July) by the Alumnae Association of Agnes Scott College at Decatur, Georgia. Contributors to the Alumnae Fund receive the magazine. Yearly subscription, \$2.00. Single copy, 50 cents. Entered as second-class matter at the Post Office of Decatur, Georgia, under Act of August 24, 1912.



**T**his issue of The Quarterly is dedicated to President Wallace McPherson Alston, who in three years has won the full confidence of the College he now begins to lead toward a greater future.

## Biography

### Wallace McPherson Alston

*BORN 1906, Decatur, Ga., son of Mary (McPherson) and the late Robert A. Alston. Family home across street from Agnes Scott College campus. MARRIED Madelaine Dunseith, an Agnes Scott alumna (as is his mother). Children, Wallace, Jr., 16, and Mary McNall, 8.*

DEGREES: Emory University—B.A. 1927, M A. 1929 (Philosophy).

Columbia Theological Seminary—B.D. 1931.

Union Theological Seminary—Th.M. 1937, Th.D. 1943.

Hampden-Sydney College—LL.D. 1939.

Davis and Elkins College—LL.D. 1943.

(Additional study: Union Theological Seminary in New York, University of Chicago, and the College of the Bible, Lexington, Ky.)

Principal, Avondale Estates (Ga.) High School, 1925-26, 1928-29.

Instructor in Greek, Columbia Theological Seminary, 1929-31.

Ordained minister of Presbyterian Church in the United States, April 29, 1931.

Pastor Rock Springs Presbyterian Church, Atlanta, 1931-33.

Pastor Maxwell Street Presbyterian Church, Lexington, Ky., 1933-35.

Director of youth work for Presbyterian Church in U.S., 1935-38.

Pastor First Presbyterian Church, Charleston, W. Va., 1938-44.

Pastor Druid Hills Presbyterian Church, Atlanta, 1944-48.

Trustee of Agnes Scott College, 1946-51.

Vice-President and Professor of Philosophy, Agnes Scott College, 1948-51.

President of Agnes Scott College, taking office July 1, 1951, inaugurated Oct. 23, 1951.

AUTHOR: *The Throne Among the Shadows*, 1945.

*Break Up the Night!*, 1947.

CHURCHMAN: At present is chairman of public relations committee of General Council of Presbyterian Church, U.S.; member Committee of Higher Education, Board of Education, Presbyterian Church, U.S.; member Advisory Council of Higher Education, Presbyterian Church, U.S.

MEMBER: Phi Beta Kappa, Omicron Delta Kappa, Tau Kappa Alpha, Pi Delta Epsilon, Alpha Tau Omega.

*In 1949 he delivered a series of lectures at Princeton Institute of Theology, Princeton Theological Seminary, and gave the Midwinter Lectures at Austin Presbyterian Theological Seminary. In the same year he made an extensive tour of Eastern U.S. colleges and universities, investigating problems of administration. In 1950 he made a similar tour of institutions of higher learning in the British Isles and continental Europe.*

*This address, made on the evening before President Alston's inauguration, was felt by many of the faculty and students to be one of the most memorable talks ever made at Agnes Scott. The Editor of the Quarterly, having read it four times in the process of preparing it for the printer as well as having heard it delivered, has been more deeply impressed with its quality and flavor with each reading.*

# The Time Beyond the Tower

Howard Foster Lowry

President of The College of Wooster

In 1889, the year in which Agnes Scott College had its beginnings, the new Decatur Female Seminary was not precisely regarded as the main event of the period. Indeed, nothing in all America then caught the imagination and interest of men as did the opening of the Eiffel Tower in Paris. Here was the new symbol of man's daring and attainment. Nearly a thousand feet high—over twice as tall as the Great Pyramid and nearly twice as high as the Washington Monument—this was the consummation of a dream of many years. It drew men and women from all over the world to the Exposition at Paris. And, if you could not go, your best chance of learning about it at first hand was to read the account of it by its builder, Gustave Eiffel himself, reprinted in the *Annual Report of the Board of Regents of the Smithsonian Institution*.

I like to think that among the pioneers at the new Female Seminary there was someone who read that annual report—someone who then had those two prime requirements of an educator: scientific curiosity and an interest in benevolent foundations. If such there were, and by the late lamp at the end of a hard-pressed day, he did turn the pages of the Smithsonian Report, he would have found much to think about, both in terms of the tall tower across the sea and of the new college taking shape in north Georgia. There were the roots of what your beloved Dr. McCain has had to think about these many years, and of what his successor, in whose honor we are meeting, will doubtless have to think about in those blessed years ahead that we all wish for him. Let us tonight, on this inauguration eve, turn again the yellowing pages of that old report.

M. Gustave Eiffel himself tells the story of the tower. At a cost of 6,500,000 francs (then about \$1,300,000), resting on secure foundations of a clay stratum, gravel, concrete, stone, and iron bars uniting all parts of the supporting masonry, 7000 tons of iron had been raised 984.25 feet in the air. The tower rested on the principle "of giving to the edges of a pyramid a curve of such a nature that this pyramid shall be capable of resisting the force of the wind, without necessitating the junction of the edges by diagonals."

M. Eiffel had had his troubles. Ridiculed and scorned for his ambitious undertaking, he had inherited all the

contempt visited by the dull-witted and weak-hearted on pioneering. But, in the brave beginnings of his dream, he felt that a crowd of unknown friends were ready to honor this bold enterprise as soon as it took form. "For man," he says, "has always sought to build high towers to manifest his power, but he soon recognized that the laws of gravity hampered him seriously, and that his means were very limited." One hopes that Dr. Frank H. Gaines read that part.

Most interesting of M. Eiffel's observations is his analysis of what use the tower would be now that they had it. It reads almost like the plan for colleges as we have come to know them. First of all, the tower would give a new perspective to all who looked from it at the matchless beauty of the city. M. Eiffel was a poet as well as a builder. "At their feet," he says, "they see the great city, with its innumerable monuments, its avenues, its towers, its domes; the Seine, which winds through it like a long ribbon of steel; farther off, the green circle of the hills which surround Paris; and beyond these, again, the wide horizon stretching 211 miles from north to south. At night the spectacle is no less beautiful. Paris, with all its lights, is like fairy-land. . . . The construction of the tower will enable thousands to contemplate a spectacle of new and incomparable loveliness."

The tower, like any perfect instrument of general education, was to serve science, too. Above the observation platform for aesthetic delight, there were laboratories and observatories for scientific purposes—meteorology, astronomy, physics, physiology. "There are few scientific men who do not hope at this moment to carry out, by the help of the tower, some experiment connected more especially with their own investigations." It was not wholly to be just general education.

Like all good institutions, it was to be useful in war. "The movements of the enemy might be observed from the tower within a radius of 50 miles, and that above the heights which encircle Paris, and on which are constructed our new fortifications. Had we possessed the tower at the time of the siege of Paris in 1870, with the powerful electric lights with which it will be furnished, who knows if the chances of the strife would not have been profoundly modified?" O June, 1940, Los Alamos and Bikini, and all the touching hopes of man!



But the moving spirit of his enterprise, M. Eiffel admits, was not perspective, or beauty, or scientific discovery, or military security. It was the national glory. "We may make known to the world that France continues to lead the world. . . . My object was to show to the whole world that France was a great country, that she is still capable of success where others have failed."

There was one other detail of the tower that M. Eiffel noted in passing. Above the observation platform and the laboratories, there was a lighthouse at the top of the tower. And it was reached by a steep and winding stair.

M. Eiffel was not the only historian of progress in that particular Smithsonian report. There was Dr. Paul Topinard's lecture given at the School of Anthropology in Paris at the very moment the riveters were swarming up the tower. It was entitled, "The Last Steps in the Genealogy of Man." Concluding that man's descent was from the monkey, M. Topinard tried to make this news as exhilarating as possible. In fact, he might well have entitled his lecture "the tower beyond the trees." "Let us not blush for our ancestors," he exhorted. "We have been monkeys as those formerly have been reptiles, fish, nay worms or crustaceans. But it was a long time ago, and we have grown. . . . We reign over the whole planet, fashioning things to our will, piercing the isthmus, exploiting the seas, searching the air, annulling distance, wringing from the earth her secular secrets. Our aspirations, our thoughts, our actions have no bounds. Everything pivots around us. What is there to desire more? That the future will perhaps reveal. Evolution has not said its last word."

One hopes Dr. Topinard visited the Paris Exhibition and saw, in a room especially built for it, not far from the Eiffel Tower, one of the main attractions, a great terrestrial globe, one millionth, even so, the actual size of the earth. There was lots of room left for evolution, and even for a little modesty on the part of those who had been clear to the top of the tower.

There was still another essay in the Smithsonian report—one by Dr. Herbert Adams. It was entitled "The State and Higher Education." It reminded the reader that this was an age of educational endowments on a generous scale. The total gifts for the year 1886-87 had been five million dollars. The figure seems correct, for the rest of the data is certainly in order. Two-thirds of the gifts went to nine institutions and Harvard got the most. "Private philanthropy will do all it can," Dr. Adams assures us, "but public interest demands that the State should do its part." "A noble popularity must be given to science and art in America." Then followed figures on the land grant colleges to show that this noble popularity had already begun.

All this brave new world of evolving man—with its towers and triumphant progress and transcendent descendents holding the future by the tail, public and private philanthropy ready to gild and cement the dream—must have been heady reading for the quiet folks in Decatur starting their little college. I doubt if they believed it. For they were Presbyterians, normally not given to undue exultation about progress but warmed rather by the reassuring sense that at least some parts

of the world—tower or no tower—were still in terrible shape. I feel certain that their new effort in Decatur must have begun, since they *were* Presbyterians, in two things: first of all, in some kind of argument and, secondly, in the belief that God does honor man's attempt to do something about his mind and his spirit and that He would somehow watch over this new, quiet effort to give young women an education that might make them a kind of blessing in the world, doing justly, loving mercy, and walking humbly with their God. They had hard work to do in Georgia. And Paris was very far away.

And yet I hope one of them did read this old Smithsonian report. For there were things in it they needed to hear—this bit, for example, from Dr. Adams himself: "States are overthrown, literatures are lost; temples are destroyed, systems of thought are shattered to pieces like the statues of Pheidias; but somehow truth and beauty, art and architecture, forms of poetry, ideals of liberty and government, of sound learning and the education of youth—these immortal dreams are revived from age to age and take concrete shape before the eyes of successive generations."

For who did inherit the future—the time beyond the tower? There seems no question about that. It was the college in Decatur. For a long time it has had, and it will continue to have, a larger and deeper claim on the human spirit. From its own unwrought, unsculptured elevation, the eyes of many living and dead have seen more than men ever see from towers of iron and stone. This is the simple truth—so simple it needs constant reaffirmation. The tower in Paris, even as a tower, has been superseded by the Empire State and the Chrysler Buildings. We now outmatch the French in exaltation by some 265 feet, though the Frenchmen still prefer their view. And the promised age of progress, of which it was the symbol, is more superseded than the tower. It hasn't, in fact, arrived at all. For, whatever its notable attainments, an age in which we butcher in fifty years more men than were butchered in war in the previous thousand years, cannot be called an age of progress, however many delightful gadgets are contrived to take our minds off that horrible fact. How strange sound now those words of Dr. Topinard in 1889: "Our aspirations, our thoughts, our actions have no bounds." We begin to wonder if that may not be just the trouble.

But, though the tower loses some of its lustre and the dream of progress has the heart of a nightmare, the college abides. It stands in calm inquiry and unmitigated hope. This is its role and its glory. It watches and assists the march of the modern mind. It sees the rise and fall of life in the soul of man—the attainments of his hand and brain, the mixed generosity and narrowness of his spirit, the nobility of his effort, the folly of his pride, the laws that should govern him, the anarchy of his own hot blood, his search for significance in his own life, the vanity of his human wishes, the strange persistency of his courage, the divine spark within him that seems to merit his salvation. It asks a truer, better life for all of us and persuades us that such a life is possible. For a college is more than a place of inquiry or a pleasant center of gracious living. It is a perpetual

invitation to our best self. It is a corner of the world where hope has not died. That is why men and women love places like this one and attach meaning to them. That is why the dream in Decatur sixty-two years ago has outsoared the tower of stone and iron across the sea.

But our main purpose tonight is not to draw a flattering comparison between Agnes Scott and Gustave Eiffel's tower. It is rather to say this: that all colleges and universities will do well to think about the symbol M. Eiffel passed over so rapidly—the light-house at the top of the tower, reached by a steep and winding stair.

We all know the steep and winding stair. At every level there is some problem to be solved, some enemy of true learning ready to prevent colleges from coming to their best. Some of these enemies seem very trivial, but they are not. Let me pay my own regard in passing to a few of them—for every man has his favorite list. There are those, for example, who believe college work can be done without the tools of learning: the ability to read, to write, to pursue logical thought. There are those who believe a liberal education is liberal though it be cut off from the whole humane past and stripped of man's true inheritance. There are trustees who think a teacher can go on year after year without leave of absence for research or study, weary and unrefreshed, living off an unrefurbished store of knowledge—expected somehow to glow like an automatic neon light with an illumination he does not have. There are the false counsellors who rush young people into premature vocational choices and despise the sheer vocational values (let alone the other values) that arise from liberal study—precision of mind, breadth of imagination and understanding, freedom of inner resources.

There are other minor enemies. I can content myself with one more. Walter Bagelhot used to say that "throughout his life George III was a kind of consecrated obstruction." We have our variety of consecrated obstruction to true learning in the grossly overworked device of the word-answer quiz and the true-or-false test that have become in some schools and colleges an almost exclusive way of discovering what a student knows. These tests have their uses. They are deadly to bluffers; and they afford perhaps needed relief to overworked teachers in crowded schools. But they yield almost nothing by way of logical training or the power of coherent expression. One of our own students, discouraged about his work, confessed that all his school life he had had nothing but word-answer tests, a kind of game of information please. He had had no practice in writing logical paragraphs about anything. And this was his memorable way of putting it: "All my teachers wanted out of me was a series of correct grunts." He was naming a minor but none the less potent enemy on the steep and winding stair of true learning.

There are enemies of greater dimension and power. Let us look quickly at three of them. Three problems, too often glossed over and jauntily dismissed or else not recognized at all, stand squarely before the American colleges. The first of these is a confusion resulting from the double agency all colleges have acquired over the years. Universities and colleges began as places of learning. Theoretically, at least, they still are. But grad-

ually they have acquired a new function—the function of turning out a class of generally admirable and useful citizens called the 'college bred.' These people have certain right attitudes, they can be counted on to stand for most of the right things. They work for good causes, respect teamplay, believe in books even when they don't read them, and usually carry into a tough world the genial warmth of a college campus. They can be roused by injustice and are susceptible to the working of conscience. They want good things for their children—schools, and churches, and health clinics. And, often when the benumbing sterility of business or society and the joyless enjoyments of their lives strike them in later life, they revolt against their own hollowness out of some renewing discontent they learned, however imperfectly, long ago.

Intellectually, their history at college was perhaps the once-over-lightly treatment. They began it out of routine, because it was the next thing to do. They amassed certain perfunctory credits, really penetrated into nothing, and had little of the excitement of the mind. College gave them what is usually described as "a lot of good." They have had their satirists. "To any disinterested observer," says one razor-tongued critic, "the American educational system looks like a gigantic playroom, designed to keep the young out of worse places till they go to work." There is one function of a college, these satirists say,—to train the mind, not to produce nice people, the delightful "college bred."

Personally, I believe in both functions. I am old fashioned enough to have faith in the education of the "whole man," and to think that the world lives by some other qualities than logic and reason. What's wrong with the education of the "whole man" if it is honest and sincere? Woodrow Wilson was one of our greatest teachers and college presidents. He had a tough, capacious intellect and knew how to use it. He deplored colleges without intellectual purpose, where the side-shows had taken over the main circus. But he never despised the education of the whole personality. You recall probably his almost classical statement: "We speak of this as an age when mind is monarch. But I take it for granted that if that is true, mind is one of those monarchs who reigns but does not govern. As a matter of fact, the world is governed in every generation by a great House of Commons made up by the passions; and we can only be too careful that the handsome passions stay in the majority."

But here is the issue—this double function of the college is right only when it is really *double*, when mind and intelligence and application to study is not absent. For the scandal of producing the amiable, useful "college bred" by the once-over-lightly method consists in this: (1) it calls things by false, pretentious names; and (2) it simply costs too much to produce nice people that way. There are cheaper ways of getting goodness and amiability. If there is one thing clear on the American horizon it is this: higher education that does not have at its center a serious intellectual purpose, asking and getting a solid substance of honest work, is on the way out. And it deserves to go, for the sham it is. We are going to have to provide something besides what does



young people "a lot of good." We are going to have to give them and see that they get a method and a content that transforms their minds.

And shall we not have a better chance of inspiring our students to the life of their own minds if we examine carefully a second problem that confronts us—the problem of how long a liberal education ought to take in the life of a young person, from first grade to college education? I have no notion whether the sixteen years are too short or too long. But I do know that many boys and girls are bored to death in the last one or two years of high school or else in the first year or so of college; and I greatly suspect that something goes radically wrong, through repetition or lack of proper challenge. Shortening the time may not at all be the answer; but, whatever the answer is, we'd better find it. It is not pleasant to watch the light die out of young people's wits.

Certainly shortening the time will be one of the remedies suggested. And, if the pressure of military service continues, the suggestion will have double urgency. The danger here is that we'll start cutting random slices of our present system away without discrimination and without examination of the whole educational process. A review is needed—a good-tempered, honest review that does something besides getting mad at Mr. Hutchins. As far as I know Mr. Hutchins has never had an answer to the point he has raised time and again; that our eight-grade elementary system was imported bodily by Horace Mann from Germany, where it was a terminal education. It was sutured into our system where it is no longer a terminal education; and it needs scanning. What some of us would like to see is a national study that looks at all our schooling, from nursery school through college, with examination, all along the line, of the time required. On the committee of review there should be many who are not professional educators—parents, doctors, psychiatrists, and social workers, who will have a care for the total development of a boy or girl, biologically, socially, intellectually, a concern for other things than the sole question of how much can be crammed in a young head in a short time. Till this review is made and its conclusions faced, our whole liberal education rests on an uneasy and dangerously conventional basis. And the confusing boredom and lack of stimulation of our best minds continues.

We must face a third problem—the subtle problem of breadth and depth in a college course. And our danger now is that we shall call an education liberal if it has only the element of breadth, received through what is called "general education" or a series of core or survey courses. To say this is not to be unappreciative of what the "general education" movement has done in breaking up departmental isolation, in exposing those who teach their own specialty as if it were always the prelude to a departmental major instead of a contribution to liberal study. This re-awakened sense that all knowledge is related, that every discipline has its leading themes to express and convey as a part of our general intelligence is all to the good. But in our lust for "integration" and breadth, let us not put our whole faith in the horizontal dimension—in some mere extension on

the college level of our national love of digests, books about books, and whatever flatters us into thinking we are wiser than we are. Sometimes our lust for breadth clarifies little; it merely puts the bewilderment of a student on a broader basis. There is a vertical dimension that is also part of liberal study—the learning of a method of going to the roots of things and exploring their significance. It is the acquiring of this method that will help an undergraduate continue his liberal study to the day he dies. Surely we cannot describe as "liberal education" a mere collection of general courses, however wisely articulated and integrated. Somewhere, as the crown of the whole process, a student must have the experience of tackling, with all his energies called forth, a serious investigation in his major field of study—the better if it is an independent effort of his own, with of course, some wise counselling from a tutor. This opportunity at independent study should not be reserved for just the honors students, those who have fared well the first two years and thus earned some right to go on. It should be open to every student in the college, an invitation held out over four years to every soul to come to his best whenever he gets ready. Under such an invitation, I have seen students who had done only mediocre work for half their college course rise like a star to the challenge of something that was exclusively theirs to do. Students whom no faculty would have accepted as honors candidates (especially in a Presbyterian college touched with predestination), students who would have been too timid to apply for the privilege of taking honors, surprise themselves, their families, and the faculty when the right stuff is called out of them. I know nothing more exciting in education than to watch some boy or girl who didn't think he had a mind find out he has one. And I would call no education liberal that doesn't give him that chance. Moreover, let us not make the mistake of thinking that such a program of partially independent work is merely an attempt to drag down the graduate school into undergraduate life, or that the same purpose will be served if we merely send on a student straight into graduate work as soon as his general courses are over. The ends of the two programs are quite different, and their means are different. Moreover, independent work in a major field is done against a background of courses in the major and in certain elective fields—and this pursuit of one's main interest simultaneously against a perspective of other things is the pattern of liberal culture, a habit of mind that is good preparation for a lifetime. Our graduate schools do not offer this kind of experience. Truly liberal education should offer it, and no trimming of the time-scheme should be allowed to crowd it out. General education will be effective only if it is general enough to include this.

Beyond the steep and winding stair, and the shapes that crowd their levels, stands the light-house, and the light that shines over all. The steep and winding stair of all our educational effort leads to nothing if the light is not there. The light, one supposes, is the over-all faith or purpose of an institution, its guiding motive, its binding influence, its integrating idea, its highest invitation to an undergraduate. If the light be not there, all lies in fragmentation and shadow. There is no academic



community in any important way, because there is no high common purpose. Light, paradoxically, is in one sense rare and uncommon. But once it shines it is the most common thing in the world; nothing equals it in conferring community.

The light of this college is its Christian faith. Your new president, I know, believes this. And, as he takes up his task tomorrow, one thought should encourage him—we are past the point in American education where a college has to apologize for being Christian. Not only are we coming to see, even in universities, that the study of religion is compatible with the pursuit of liberal education, but we now begin to sense that no education can truly be called liberal if it omits from consideration the highest and deepest inquiry of the human soul. The church colleges, simply by sticking to their job over the years, now find themselves quite modern and up-to-date. In his fresh daring and magnificence—not in trite, pale tian purpose is accompanied by a first-class educational effort, under conditions of free inquiry. They must be citadels of convictions, citadels of reflective commitment. But they dare not be citadels of the closed mind. They must welcome the exposure of students to all scholarly opinion and to any important idea under consideration by mankind. They must not be nervous places, haunted by fear of blind alleys down which students must not be allowed to look. A Christian worth his salt believes he carries in his hand the candle of the Lord, whose truth has made him free. He can afford to be the most robust of inquirers. And a church college that does not aspire to distinguished free inquiry, to the rich deliverance of humane learning, to the highest reach of the mind is a satire on the Lord it is supposed to serve. Not in spite of its being Christian, but because it is Christian, a church college must be a place of true learning.

If the light at the top of a college is the light of the Christian faith, the college has a responsibility for presenting that faith to its students, both by precept and example. It can, in doing so, furnish them, as in no other way, with meaning for their lives—eternal sanctions for the values they have come to know, a willingness to accept both the dark and the bright in the adventure of human living, a preference for high risks to a low security, a harmony of taste and activity, a persuasive, compelling standard of excellence in the attractiveness and reasonableness of Jesus Christ, who had “no strangeness about Him but the strangeness of perfection.” He, more than any other influence, can redeem life from the mediocrity and commonplace that tries so hard to engulf us all. Let us present Him to students in His full stature—in his fresh daring and magnificence—not in trite, pale images in which students can miss His meaning, much as the old lady missed the glory of Shakespeare: she liked Shakespeare well enough but he was too full of quotations.

This Christian dynamic is needed now more than ever, to resist the statistical determinism that assails our time. This new something that threatens us is something quite contemporary. It is less sensational than the prospect of atomic destruction, but no less deadly in the long run. It affects the whole mind and temper

of modern man. And it belongs to the time beyond the tower.

The old and cocky dream of secular progress, of man doing everything out of his own triumphant power, is pretty well faded. Nor do the natural scientists worry us with cold deterministic implications. These are largely over now, except among a few of the lab technicians. The great scientists are wisely humble souls, recognizing that nature is full of fine surprises—“queerer than we think.” Lord Haldane said, “queerer,” he added, “than we *can* think.” Nor are we depressed so much as we used to be by the bewildering variety of our specialized knowledge. We were for a time fast becoming a little like the man who gave up reading the encyclopedia because, as Professor Osgood said, “he couldn’t follow the story.” But now we are seeing some of the forest as well as the trees. The subconscious seems to us, not just an excuse for dismissing our responsible self, but a chance to clear that self and give highway for the march of intelligence and will. No, the danger lies elsewhere—in the invitation to surrender the dynamic spirit of man to the welter of manipulated data. And I prefer you hear this danger described, not in the language of a former teacher of humanities, but in the language of a thoughtful economist, Professor Kenneth Boulding, of the University of Michigan. He thinks our coming expansion of knowledge in the social sciences may well constitute our greatest threat to the “human dignity, welfare, and even existence.” “The physicist,” he says, “can merely kill and maim men’s bodies,” whereas the social psychologist may be able to kill and maim their souls. “A greater nightmare than atomic destruction,” he says, “is that of the social-scientific knowledge of the manipulation of men—the ‘brave New Worlds’ of Aldous Huxley and George Orwell. Between us and this triumph of learning, ingenuity, and respectability there stands that strange force in history which can only be called the Holy Spirit: the foolishness of God, the naivete of children, and the disreputability of saints, this spirit of Christ, of Divine Love. Unless men—including scientists, social or natural—can be brought under the gentle domination of this spirit, all science is dismal, and leads to the damnation of man and not to his salvation, for knowledge leads to power, and power without holiness—i.e., the right will—is damnation.” The economist himself, brought by the complexities of his knowledge to what Mr. Boulding calls “a sophisticated conservatism of hopelessness” can quicken his spiritual health by facing “the challenge of prophetic indignation,” by seeing how “only those who in some measure have walked the road to Emmaus know how far it stretches through history, and how the heart that is ‘strangely warmed,’ whether of a Paul, a Francis, a Fox, a Wesley, or a Booth can set great movements in motion and change the whole tempo of an age.” The divine business of man is to transcend the accumulated data about himself.

More than any other agency, the Christian church has been breaking statistics and the law of averages for over two thousand years. And its summons to extraordinary life, to excellence, is all the stronger because it is based on complete realism. There is no false idealism about it, no sentimental refusal to look at the worst

in man. Christianity recognizes sin and human failure, and asks us to recognize them. It avows the love and mercy of God towards men who, for all their shortcomings, can aspire to creative partnership with Him. It declares the unique worth of every individual soul. It sets forth righteousness, not as some stale adherence to the letter of the law, but as the inspired uprising of our inward life. It gives us a new dimension in the bracing perspective of an eternal order—an immortality that begins the moment we die to the law of our ordinary self and rise, on stepping stones of our dead selves, to higher things. That man can do this was the uncompromising optimism of Jesus Christ. That men have done it is the record of history.

This is the Christian miracle that shatters the commonplace and breaks the law of averages in two. This is the light shining from the high tower. In its illumination men have drawn on God's power to do incredible things. They have healed the sick and raised the whole level of life wherever they touched it. They have risked persecution and even death that more of His kingdom may really come on earth—rendering daily a service that the law of averages would never permit them to render, but which they do render out of a power not their own.

These are the pioneers, the outriders of the spirit, and

they are not alone. In the uttermost parts of the earth His hand holds them. And is it not always so? Will it not be so with him who begins his new work here tomorrow? Let the humblest spirit once mean business, let a man or an institution venture something with whole heart, let a light shine from a high tower, and the pioneer feels a new companionship. He has his bearings and direction. Donald Adams is right, I think, in his belief that the life of Daniel Boone is one of the most significant American symbols and that the story of him one prizes most is that told of him by Charles Harding, who painted his only portrait from life. Having visited the cabin in the forest where he found Boone, at the age of ninety, cooking a strip of venison, wrapped round a ramrod, for his dinner. Harding asked him if all the pioneering, this going beyond the usual places, were not hard business—if, travelling the wilderness as he had, without a compass, he had never been lost. "No," said Boone, "I can't say as ever I was lost. I was bewildered once for three days." But never lost.

To Dr. Alston and his colleagues—students, faculty, trustees, and administration—, to the whole family of Agnes Scott College we wish some more good years of the time beyond the tower.

*In this gracious address, the principal speaker of the Inauguration examines several problems and criticisms which women's colleges are facing today. Her answers are important to everyone who attended Agnes Scott.*

## **"As a Man Thinketh...So Is He"**

**Sarah Gibson Blanding**

President of Vassar College

I am delighted to participate in the installation of your new President, for I have known Dr. Alston a long time and I have the highest regard for him. I am, therefore, glad to be able in person to wish him God-speed in his new undertaking. Throughout the nation



Agnes Scott enjoys an enviable reputation for having maintained during its long history under Dr. McCain's leadership the most excellent standards of scholarship and achievement; and that, too, is a cause for rejoicing to one who was born in the South, who has lived greater part of her life in this region and who cares deeply about the quality of education offered to its young citizens. You have inherited a wonderfully fine college. Dr. Alston, one which has made a distinguished contribution through

its graduates to the intellectual and social growth of our country.

But colleges, even those with as honorable histories as Agnes Scott, are facing difficult times, and the opportunities to sit and enjoy one's inheritance are as rare as the dodo. Like Alice in *Through the Looking Glass*, we must run very fast indeed merely to remain where we now are.

One of my distinguished colleagues, President Henry Wriston of Brown University, has described the job of college president as follows:

"The President is expected to be an educator; to have been at some time a scholar; to have judgment about finance; to know all about construction, maintenance, and labor policy; to speak virtually continually, in words that charm and never offend; to take bold positions with which no one will disagree; to consult everyone, and follow all proffered advice, and do everything through committees, but with great speed and without error."

But Mr. Wriston's description of a President's obligations is capped by the one given by Miss Marjorie Nicolson, that unparalleled scholar of the Seventeenth Century, when with her subtle wit she exclaimed: "A President is the final recipient of the ultimate buck!"

However, each obligation—difficulty, if you will—pales in the light of the fundamental enterprise upon which we are embarked—that is, how to make education as meaningful as possible, a valuable experience now for both those who teach and those who learn.

Never has education—the right education—been more important, for in our generation we have witnessed, and are witnessing, intolerance, violence and cruelty on a scale unparalleled in modern history. As a result, bewilderment, confusion and discord are our constant companions. The problems of the present and of the discernible future are perhaps more urgent than in any other period of history; therefore, the lessons of the past, to which we turn in our need, take on a new meaning.

We who are assembled here today believe that the undergraduate liberal arts college provides an education rich in promise of future usefulness and also an experience immediately rewarding. If we do not succeed in making this type of education worthwhile in the present and useful in the future, there is just ground for criticism. Remember, however, that we are asking for the long view upon its values; we rely upon the judgment of the Senior more than the Freshman as to the final value of her experience, and twenty years after graduation offers a better perspective than five as to the usefulness of what was learned. We are confident of the verdict, since in four years we have opportunity to stimulate and satisfy the intellectual appetite so that a new standard of satisfaction is created. Also, given time, we know that the kind of curriculum that Agnes Scott offers will prove to be fundamental in the development of the whole person, the stimulation of the mind and spirit to full capacity and in both breadth and depth of interest.

Could anything be more important than teaching members of a democratic society to be capable of independent thought? Is there anyone more useful than the intelligent, socially-minded citizen? If we can indeed demonstrate that a good training in a liberal arts college is the best preparation for all-around citizenship, the bogey that such education is not aimed at usefulness should be expelled. There is too much need of individuals who have serious purpose in life and who wish to be useful to have anyone say that we are *not* interested in the criterion of usefulness. We can disagree with those whose insistence is upon the *evidently* and *readily* practical, but certainly we expect to be judged by our works and in terms of social usefulness.



If I have given the impression that it is a simple matter to *prove* a direct relationship between the liberal arts education and intelligent citizenship, I must retreat a little and admit that conclusive proof is lacking. There are many variants in the situation and some are not to be measured. For instance, we could most assuredly have an exciting discussion about what is meant by "intelligent citizenship." Certainly we are not yet ready to set up objective tests which will grade citizens acceptably. We can define the concept in a negative fashion, however, casting into the lowest depths those who never think it necessary to register, or who forget to vote, follow a party blindly on traditional or sectional lines, and do not read constitutional amendments or other fine print! (As this is nearly Election Day, I had best get off this subject or some will think that I am here to make a political speech.) But, while we may not be able to say exactly what our ideal of citizenship is, we undoubtedly have some common standards of appraisal and we can assume a general understanding of the term.

It is certain that not all outstandingly intelligent citizens are products of a liberal arts education, and I shall not attempt to prove what is clearly not provable. Any generalization about human beings is dangerous except the one that individuals are unpredictable. My assertion will be the simple one that the education given in a liberal arts college is the best preparation that we know how to give for all-around citizenship. There is no guarantee that all graduates will turn out to be Class A citizens. Some will belong in that political Limbo I have just mentioned. Even with the careful fostering of individual interests and talents that we can give students in our small liberal arts colleges, there are many who, as a friend of mine says, "are skillful in avoiding the banquet spread before them." And, according to another skeptic, "The love of truth is the faintest of human passions." Yet, for the majority—and here is where I rest my claim—the four years of college will mean the development of a new quality of thought, feeling and action which will change the person passing through this experience. She will be more mature, more self-critical, more able to bring the resources of mind and spirit to bear upon a practical problem—any problem. She has *become* different from the young woman who entered upon the course of formal education which is designated to bring about such change.

So far I have not given any explicit statement of what is meant by "liberal arts education." This audience knows, I expect, that the curriculum is made up of courses which are studied for their own sake, not because they are required for a particular vocation or profession or are demonstrably useful in themselves. When I say that they are studied for their own sake you must understand that these courses bring students the content of inherited thought and inspiration. If we recognize that humanity has a real desire to know something of the world, visible and invisible, in which we find ourselves and that there is an authentic thirst for knowledge and the truth, the value of making accessible the wisdom of the ages is apparent. At one and the same time we encourage the pursuit of truth

and understanding while we provide contact with those who have followed the same path with success in the past. Not only is knowledge which has some relevance acquired along the way, but there emerges a more important thing—a sense of values. If the process of education does not effect a modification in this sense of values, I doubt if education has achieved its purpose, and, if a sound sense of values has developed, the main objective of education has been achieved.

The psychologists have convinced us that subjects have less transfer value than we had comfortably believed; they say that habit is apt to cut deep in only one channel. We, however, are thinking in different terms: we expect to increase delicacy of perception, enlarge capacity for response and enjoyment of works of art, enhance precision in self-expression and ability to perform without sense of strain. These are the attributes of a well-trained mind, which function over a wide variety of subject matter and are, we believe, the end-product of a liberal arts education. If a student has a balanced program of studies, she will have some familiarity with the classics, with modern languages, art, history, philosophy, literature, religion, the natural and the social sciences. The vital point at which a transformation in thinking—and therefore in the person—takes place cannot be predicted, but transformation is what we count on.

In speaking of the desirability of a transformation in the student, I am not unmindful of the difficulties and conflict that may arise if there is a wide divergence from the thought that prevails in the home and in the community. As a Southerner I am proud of the great progress made in the South within the past twenty years in improving the educational and economic opportunities of the Negro. I am convinced that education comparable to that available to white students must be provided for Negroes and that enlightened Southerners are best able to accomplish the transition. We who have the advantage of knowing what history, economics, sociology, psychology and anthropology teach on the subject of race relations are surely the persons fitted to eradicate evils which still persist in our system. If our love of justice is not sufficiently strong to dictate such action, the fact that our enemies make diabolical use of racial inequalities, real and imagined, should arouse our love of country. Much remains to be done before we can honestly claim that all children in America have equal rights and opportunities. Those who think straight and independently will have to give leadership in working out the necessary community programs.

Never before in the history of this country have we had a greater need of citizens who can deal actively and creatively with the complex problems confronting us. It is difficult not to dwell disproportionately upon social responsibility at such a time, yet I know that it is entirely natural that students at Agnes Scott as elsewhere think first in personal terms. Is the education that I claim is so well suited to turning out intelligent citizens also the right kind for the young woman who thinks primarily of her personal relationships and sees her chief role as wife and mother? My own opinion is that the answer lies in what I have already said, since, essen-

tially, no woman can fulfill her obligations to her own family today without being at the same time a responsible citizen. The liberal arts education is productive of a *personal* system of values and is therefore a basis for living, whatever the situation. This appears to me to be the most practical kind of education possible, yet I must admit that there are educators as well as laymen who challenge this conclusion.

Perhaps you have heard less in this part of the country than we on the Eastern seaboard of the distrust that the "traditional" woman's college education is now inspiring. The primary complaints are these—that women are educated in "segregated" colleges, and that the education is similar in subject matter to that provided for men. Certainly the complaint about segregation is new but the dissatisfaction with the curriculum is very very ancient. In the days when the women's colleges were young, no one would have wondered why they were segregated, as the fact was evident it was women's only chance to receive a higher education. Now that some of us are almost a hundred years old and have acquired a character, reputation, and estate of our own, more is involved than persistence in "segregation."

The second criticism—that the education given women is too like that given men—has a different basis than formerly since it is no longer said that women are not capable of doing the same kind of intellectual work that men can do. The critics—the most vocal are men—now say that the traditional liberal arts course does not prepare women psychologically or practically for the role in life which is peculiarly theirs. The attitude seems to be solicitous, almost tender, for those who are felt to be suffering from an uncongenial and unrealistic education. There are also alumnae of women's colleges, and parents who have answered FORTUNE'S questionnaire, who criticize the education that is described as traditional for women.

Now I am the first to affirm the tremendous influence of the home and the responsibility of the wife and mother for the success of our society. But I think the critics of women's colleges are mistaken in supposing that we by-pass the fact that a large percentage of our graduates marry, become homemakers and the mothers of the next generation. Furthermore, we are aware of the difference between the students who came to women's colleges in the Nineteenth Century and those of today. We know that the world, too, is different and that the home is no longer the self-sufficient unit that it was when colleges for women were established. While we continue to offer the basic liberal arts program of studies, there have been changes both in subject matter and in teaching methods taking account of the special needs and interests of women, their responsibilities as homemakers and mothers.

I am convinced that much of the dissatisfaction with women's colleges can be traced to two sources. First, the colleges have themselves been remiss in failing to make clear in simple language the extent to which education has been changing to meet new conditions. We who are concerned with education are apt to speak and write for other educators and not for laymen. We have not dramatized either for our students or for the public

the fundamental objectives of the liberal arts education and how we go about achieving these objectives at this time.

Second, dissatisfaction stems from the ever increasing demand that the women's colleges shall not only fill in all the gaps left by the secondary schools but at the same time work a series of miracles that will turn the young woman into a paragon of virtues. In the foreword of her book, *Women Are Here to Stay*, Agnes Rogers describes this modern ideal in the following words:

"The American woman today must be an expert house-keeper, doing all of the cooking, washing, and cleaning with skill, dispatch, and a good humor (and why not, with all those fine household machines at her command!). She must be a wise, conscientious, and loving mother, always there when the children need her, but standing aside when her presence might threaten the full development of their individuality. She must be a useful member of the community, informed on broad political trends as well as possible danger spots on the local school board. She is also a citizen of the world and should be able to name the current president of France, have constructive ideas on what to do with the atom bomb, and say what's wrong with our foreign policy."

If we add the quite possible contingency that the modern woman may be called upon at any time to step into the role of bread-winner for the family on a full or part-time basis, you can readily see that preparing young women for the life ahead is indeed a stupendous undertaking. We who are engaged in college teaching certainly hope that they will meet Agnes Rogers' description and, interestingly enough, many do. We have not reached the conclusion that the liberal arts training given in our colleges can claim entire credit for those women who make such satisfactory adjustment to our complex modern society nor do we accept the entire responsibility for those who are not so successful. What we do claim is that the values that are emphasized in the liberal arts education can become the basis for a successful life if the individual student has made those values her own.

Colleges of liberal arts have realized perhaps more consciously than many other types of institution of higher learning that these values stem directly from our great religious heritage, but we must forever be on our guard lest we, too, be overtaken by the temper of the times. On this point we must be resolute, we must be daring, and we must be unyielding, for never before has man had so much material power placed at his disposal. In sharp contrast, man's ability to understand his place in the world and his reason for being have shrunk to almost imperceptible proportions. In a former day religious devotion and faith have been the means by which we attained some insight into the meaning of life. But today too often religion is a dull and lifeless thing, merely tolerated. Consequently, many of our students come to us completely ignorant of even rudimentary knowledge of the Bible or of the history, nature, or meaning of religion. A distinguished professor of English recently remarked that he could not mention either the Prodigal Son or the Good Samaritan with any as-



surance that more than half of his students knew what he was talking about.

Fortunately in colleges like Agnes Scott and Vassar, the spiritual life of the student has been recognized as an integral part of her education. Because of the religious illiteracy of the times, we must continue to give our students with even more vigilance than ever the kind of religious motivation that will provide a powerful, unifying force in the total structure of their human understanding. The sentence in the Ordinance

of 1787 is true. "Religion, Morality, Knowledge being necessary to good government and the happiness of mankind, Schools and the means of education shall forever be encouraged."

In women's colleges like Agnes Scott and Vassar we will, I hope, continue to offer a broad general education, stressing intellectual interests and a sound system of personal values as a basis for living. I count on the leadership that your President will assume in giving reality to our belief that "As a man thinketh . . . so is he."



COMING OUT—The head of the academic procession emerges from Presser Hall after the Inauguration: Dr. Ellen Douglass Leyburn, faculty marshal, and Dean Guerry Stukes, Inauguration chairman, who between them executed a triumph in the matter of introducing 214 delegates in the right order; Chairman George Winship of the Board of Trustees, who inducted the new president; Emeritus President James Ross McCain, who presided at the ceremonies; President Sarah Blanding of Vassar, the principal speaker. The central figure of the occasion is hardly visible here, having turned to receive the congratulations of President John Cunningham of Davidson College.



*Here are President Alston's views on the role and destiny of Agnes Scott. In this inaugural address he not only indicates future policy but reminds the College family of the fundamental aims and traditions which have given Agnes Scott, in Miss Blanding's words, "a character, reputation, and estate" of its own.*

# Address of Acceptance

Wallace McPherson Alston

President of Agnes Scott College

Mr. Chairman, Official Inauguration Guests, Members of the Board of Trustees, Members of the Faculty, Students, Alumnae and Friends of Agnes Scott College:

Permit me, at the outset, to add my word of welcome to our distinguished guests who have come to the Agnes Scott campus to share this experience with us. The representatives of many educational institutions, foundations, and learned societies from all parts of America have honored us with their presence, making this an occasion for us never to be forgotten. We acknowledge gratefully, too, scores of greetings that have come to the College from numerous sources—generous evidence of goodwill and friendship. This occasion reminds us of the unity and the diversity of our American program of higher education, assembled as we are from all sections of the nation, representing large universities and small colleges; state-supported institutions, denominational and privately endowed colleges; technological, professional and liberal arts schools. With all our distinctive differences and eccentricities, there is community among us—a bond of mutuality and comradeship that binds us to each other.

The presence on the campus today of so many alumnae and friends is indeed gratifying. On behalf of the hosts for the occasion—our trustees, faculty and students—I extend cordial greetings and a warm welcome.

I confess that I have anticipated this moment with mingled emotions of keen pleasure and dread. I recall with considerable understanding words of Henry IV of France at the siege of Cahors. Henry, unaccustomed to battle and plainly frightened, was heard to say aloud to himself: "Vile body, thou tremblest; but thou wouldst tremble worse if thou but knew where I am about to take thee in a moment." I have wondered what an inductee who is an administrative neophyte ought to undertake in an address of acceptance. It has become increasingly clear to me that my remarks should serve to acquaint you somewhat with the academic heritage and credo of Agnes Scott College and with some of my own reactions and attitudes as I assume the administrative leadership here.

Agnes Scott was born in the dreams and prayers of a little group of stalwart Christian men and women in this community. The story of beginnings is in large measure the story of the faith and works of Colonel George Washington Scott who is recognized as the founder of the College. Colonel Scott had come South

from Pennsylvania when he was twenty-one years of age. After an eventful career in Florida as a business man, industrial pioneer, and soldier in the War Between the States, Colonel Scott moved to Georgia where he lived for a time in Savannah, moving in 1877 to Decatur where he made his home for the last twenty-six years of his life. Here, as a pioneer in the commercial fertilizer business, Colonel Scott made an outstanding contribution to the industrial development of the Southeast. In addition to this large-scale operation, he gave considerable attention to the purchase and development of central real estate in Atlanta and to the organization of such industries as the Scottdale Mills. George Washington Scott was a great citizen of this community and of this State. He was a Christian philanthropist and a devoted churchman, serving as a ruling elder in the Decatur Presbyterian Church for approximately twenty-five years. The most far-reaching achievement of his abundantly rich life was in connection with the institution that gratefully remembers him as her founder and that bears the name of his mother.

For some time prior to the establishment of this institution in 1889, Colonel Scott had been concerned about the education of girls in this section of the country. When the Reverend Mr. Frank H. Gaines came in 1888 to the Decatur Presbyterian Church from the Falling Spring Church, Rockbridge County, Virginia, Colonel Scott found a fellow spirit. Both understood the need for Christian education in this area. Growing out of discussions between minister and officers of the Decatur Presbyterian Church, a meeting was held at the minister's home on July 17, 1889 at which a most significant resolution offered by Colonel Scott was unanimously adopted, to wit: "Resolved, that we determine to establish at once a school of high character." It was further decided that this school would be primarily for girls since Dr. Gaines and his officers became convinced as they studied the matter that to educate a man may mean to produce a good citizen; but to educate a woman may result in training a whole family. The enrollment for the first year consisted of sixty-three students, all of whom were of grammar grade rank, three being boarding students. When the school opened in September 1889, Miss Nannette Hopkins of Warm Springs, Virginia was the principal. Miss Hopkins thus began a service that proved to be one of the formative influences in the life of the institution.

It is significant that when Agnes Scott began as a grammar school without any work even of secondary grade, its founders set down as the first item in their ideal for the school "a liberal curriculum fully abreast of the best institutions in this country." When a little later Agnes Scott Institute began to do high school work, the same standard was lifted up. When the Institute became a college in 1906, it restated this lofty purpose. The next year, 1907, Agnes Scott College was admitted to the Southern Association of Colleges and Secondary Schools. In 1920 it was placed on the approved list of the Association of American Universities. It was a charter member of the American Association of University Women and of the Southern University Conference. The College was granted a charter by the united chapters of Phi Beta Kappa in 1926 and in 1932 Mortar Board established a chapter on our campus. You will forgive me if I say that we are exceedingly proud of the achievements that have been made under the administrations of Dr. Frank H. Gaines and Dr. James Ross McCain. Eight major financial campaigns have been conducted and all have been successful. From a little school whose annual deficits were borne by one far-sighted individual Agnes Scott has become an institution with total assets of approximately \$7,000,000. So far as this speaker is concerned, the most gratifying aspect of Agnes Scott's development has been that the same fundamental purposes, the same ideals, the same unique union of fine scholarship and genuine religious faith obtain today that guided the institution in the early years when Colonel Scott devoted himself to the life of Agnes Scott.

The history of Agnes Scott College reveals a remarkable continuity of purpose and program. In the sixty-two years of her life the College has had but two presidents, Dr. Gaines and Dr. McCain; two deans of students, Miss Nannette Hopkins and Miss Carrie Scandrett; and one dean of the faculty, Mr. Guerry Stukes who assumed his duties upon the retirement of Miss Hopkins. There have been only five chairmen of the Board of Trustees—Dr. Gaines, Colonel Scott, Mr. Samuel Inman, Mr. J. K. Orr and the present chairman, Mr. George Winship. This continuity in large measure accounts for the situation described by Dr. McCain in *The Story of Agnes Scott College*: "The College has made many changes in physical equipment, personnel, financial status and academic achievements, but it has never faltered in the maintenance of the foundation principles on which it was launched in its early days."

These foundation principles are of the utmost importance to me as I assume the leadership of the College. Three tenets in Agnes Scott's academic credo are particularly impressive. Of these I shall speak briefly.

#### I.

*Throughout the sixty-two years of her life Agnes Scott has consistently stood for the liberal arts ideal and has been committed to liberal arts training. We have never had any intention other than to undertake to serve as effectively as possible as a small independent Christian liberal arts college for women.*

Some years ago Mlle. Adelina Patti, the celebrated singer, in giving the location of her Welsh castle in

the district of Brecknockshire, said that it was "twenty-three miles from everywhere and very beautiful." I am fully aware that many people today regard a liberal arts education as being vague, indefinite, impractical, and, in large measure, irrelevant. There are those who contend that a liberal arts education, like Mlle. Patti's Welsh castle, is "twenty-three miles from everywhere and very beautiful." Our answer to that is to say that if any particular liberal arts program is visionary, vague and unrelated to life, it is a caricature of the real thing. We believe that in our adherence to a liberal arts training, living becomes our business. We are convinced that a liberal arts college, true to its purpose and enlightened in the prosecution of its task, is making the most relevant contribution to practical, effective, abundant living that can be offered by an educational institution in the contemporary world. I agree fully with Toyohiko Kagawa's terse suggestion when he was asked about the future of some of the educational institutions in Japan. Kagawa said, "Let them be pertinent!" I have no defense for any other brand of liberal arts training. A college education ought not to be "twenty-three miles from everywhere and very beautiful." It ought to touch life—touch it vitally and determinatively. It ought to fit people to live with themselves; it ought to contribute to marriage, to vocational success and to good citizenship; it ought to help with the highest level of adjustment—the relationship of man with God. The type of education offered at Agnes Scott is predicated upon the conviction that a mind trained to think is essential if life is to be unfettered, rich and free. Moreover, the liberal arts college tries to place at the disposal of the student some of the accumulated wealth of the ages, all the while attempting to guide the effort to acquire a working knowledge of the clues and the tools essential to an appreciation of the intellectual and spiritual treasures that so many people are neglecting.

Willa Cather's Mr. Rosen in *Obscure Destinies* is characterized in this fashion: "All countries were beautiful to Mr. Rosen. He carried a country of his own in his mind and was able to unfold it like a tent in any wilderness." Resourcefulness is a result for which we strive in liberal arts training. The real world, the world in which we live, is not only a world of economic, national, racial and class tensions and strifes. The real world is also a world of books, of art, of great music, a world of ideas, of values, harmony, color, order, variety. What more significant thing can a college do than to relate the mind and the spirit of a student to the resources that bring a deep, abiding satisfaction, not only now, but through all the years to come?

I quite agree with John Henry Newman's contention in *The Idea of a University* where he holds that that training of the intellect which is best for the individual himself, best enables him to discharge his duties to society. Our approximations to Cardinal Newman's ideal statement may be disappointing, but they are efforts in the right direction. Liberal education, contends Newman, "is the great ordinary means to a great but ordinary end; it aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular enthusiasm and



fixed aims to popular aspiration, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercises of political power, and refining the intercourse of private life. It is the education which gives a man a clear conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them. It teaches him to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant. It prepares him to fill any post with credit, and to master any subject with facility. It shows him how to accommodate himself to others, how to throw himself into their state of mind, how to bring before them his own, how to influence them, how to come to understanding with them, how to bear with them. He is at home in any society, he has common ground with every class; he knows when to speak and when to be silent; he is able to converse, he is able to listen; he can ask a question pertinently, and gain a lesson seasonable, when he has nothing to impart himself; he is ever ready, yet never in the way; he is a pleasant companion, and a comrade you can depend upon; he knows when to be serious and when to trifle and he has a sure tact which enables him to trifle with gracefulness and to be serious with effect. He has the repose of a mind which lives in itself, while it lives in the world, and which has resources for its happiness at home when it cannot go abroad. He has a gift which serves him in public, and supports him in retirement, without which good fortune is but vulgar, and with which failure and disappointment have a charm. The art which tends to make a man all this, is in the object which it pursues as useful as the art of wealth or the art of health, though it is less susceptible of method, and less tangible, less certain, less complete in its result."

## II.

*The second fundamental tenet in Agnes Scott's academic credo, with which I am in complete accord, is the emphasis upon quality in education.*

We customarily take for granted the fact that our educational system in a democracy should extend to as many students as possible. This extensive view, the ideal of equality, is an integral part of our American conception of both secondary and higher education. Unfortunately, we have not always recognized that the ideal of quality is just as necessary to the health of a democracy as that of equality. An excellent case for this point of view has been stated in Robert Ulich's recent book, *Crisis and Hope in American Education*.

With no lack of appreciation of institutions stressing the principle of equality, Agnes Scott has placed her emphasis through the years upon the ideal of quality in education. This has been done by deliberately keeping the student body small, carefully selecting students on the basis of criteria designed to bring to the campus students of character and intellectual capacity who are seriously interested in college training.

Professor John MacMurry, of the University of London, has called Plato's *Republic* "the fairest and falsest of all utopias." With all of the faults that one may find with the Platonic scheme of education, there are some keen insights and some enduring recognitions in the

*Republic*. One of the most important of these insights is that the Commonwealth, the world, indeed, needs the leadership of men and women of intelligence—an aristocracy of competence, if you please. The best qualified people, Plato insists, ought to be discovered, commanded, educated adequately, and given the opportunity to use their intelligence and training for the common welfare.

We still need an aristocracy of intelligence—not, of course, a petted, coddled little group whom we will set free from ordinary responsibilities in order to show favor or preferment to them. What we do need, however, within the framework of our democracy, is to discover ways to lay hold upon young people of unusual endowment, then to prepare them for the tasks of our day—an aristocracy of intelligence, if you will, but one that is imbued with a strong sense of social responsibility.

The word "aristocracy" has become somewhat decadent and decrepit. As a matter of fact, it is a good word, the virility and relevance of which we might do well to recover. It comes from two Greek words: *aristos*, meaning "best," and *kratein*, "to be strong." A true aristocrat is one who, realizing endowment, deliberately offers himself in service to others. Aristocrats have often been despised or distrusted because they have exploited their position, or have held themselves from the needs of the common people, or have undertaken to dominate others, or have simply used their cleverness to make their own status secure. The kind of aristocracy that we need today within a democratic framework is an aristocracy of competence, possessing a strong sense of social responsibility and identified with the people in whose service willing commitment has been made.

In my judgment, this leadership can only be trained adequately where quality has not been sacrificed to quantity, mere bigness, or a preoccupation with methodology. Young people of capability need to be confronted with excellence. Such a confrontation may come about in a score of ways, but never so determinatively as when truth, beauty and goodness become incarnated in flesh and blood. Young people need the invigorating contagion of strong character and genuine scholarship. There is no substitute for education in terms of "Mark Hopkins on one end of the log and the student on the other." The best education still is that which a great teacher makes possible to a student when personalities touch vitally, when the channel of admiration conveys living truth to the mind and heart of a young man or woman.

John Ruskin said a relevant thing when he insisted that "the right to own anything is dependent upon the willingness to pay a fair price for it." Creativity and originality come not through novelty and the attempt to by-pass the disciplines of intellectual endeavor, but through persistence, habitual and unremitting labor, and through the conventional channels. The only aristocracy of intelligence deserving general approval and support will be one to whom the past with its accomplishments is known, and one who accepts the necessity of hard work and patient, painful intellectual endeavor.

I would urge that there is a liability of the privileged and nothing is more immediately important than a recognition and an assumption of this obligation by those who



belong to an aristocracy of competence. Quality education needs always to be aware of the tendencies peculiar to privilege—tendencies that must be resisted by people of endowment and extraordinary opportunity. There is the tendency of privilege to lead a person to a false evaluation of himself. There is the tendency of privilege to set a person off from the needs of people around him. Then, perhaps most dangerous of all, there is the tendency of privilege to let a person off with only a fractional part of the contribution that he is capable of making. I realize increasingly that an institution deliberately accepting for itself the task of trying to discover, train and direct the energies of unusually gifted young people, assumes a tremendous responsibility. Upon such an institution the obligation is laid to teach young people that privilege entails liability and to inspire in them a desire to serve mankind, not condescendingly, surely, but humbly and sacrificially.

### III.

*The third fundamental tenet in Agnes Scott's academic credo, with which I am in complete and enthusiastic accord, is the emphasis upon Christian education that has been integral to the life of the College from the beginning.*

In the original statement of the Agnes Scott Ideal, drawn up by Dr. Gaines and approved by Colonel Scott, was the provision that the Bible should be a textbook, that thoroughly qualified and consecrated teachers should be secured, that the institution should undertake to serve as a model Christian home, that all the influences in the school should be made conducive to the formulation and development of Christian character, and that the glory of God was to be the chief end of all that was undertaken.

Writing of Colonel Scott's reaction to the original statement of purpose, Dr. Gaines said in his *History of Agnes Scott*: "He fully believed that the education, according to this Ideal, of the future wives and mothers would be the most promising method of securing a Godly generation; that a Christian womanhood educated according to this ideal would do more to make the home Christian, society Christian, the world Christian, more to supply the Sabbath schools with efficient teachers and the Church with qualified workers, than any other agency. Moreover, it was contemplated to make this agency perpetual so that year after year a constant stream of young women at an impressionable age would pass under the influence of this Ideal. In this way (Agnes Scott) would be a great fountain sending forth year by year streams to gladden and to bless the land. Such were the considerations which led him to engage so heartily in the work. He entered upon and continued the work in the spirit of humble but strong faith in God, in the spirit of prayer, of love for his fellowmen, and of service to God."

Although nonsectarian in every respect, Agnes Scott is unashamedly Christian in her purposes and program. A simple Christian faith has characterized the leaders of the institution through the sixty-two years of its history and a central place has always been accorded religious practices. I have heard Dr. McCain say more than once

that he would rather see the buildings burned and the endowment distributed among other worthwhile causes than ever to have Agnes Scott forfeit her concern for the Christian faith.

I do not hesitate to assert that I would not be here if it were not for the fact that Agnes Scott is determined to remain a Christian institution, not simply in name but in fact.

Let me quote with approval some statements from Dr. Kenneth Scott Latourette of Yale, having to do with the nature of a Christian institution of higher education: "The difference between a Christian college or university and one which does not aspire to be Christian is not primarily in subject matter or in the outline of the curriculum, but in purpose and atmosphere. The distinctive purpose of a Christian college or university is the growth of Christian character. To this every feature of its life is to be directed, the curriculum and all extra-curricula activities. The Christian college or university is a community bound together by a common faith in Christ and seeking to prepare its members to serve their day and generation according to the will of God and in the spirit of Christ. This it does through exposing its students to the accumulated wisdom and intellectual, esthetic, moral, and spiritual riches of the ages, through intellectual, moral and spiritual discipline, through the quality of all phases of its life, and through common worship. It seeks the attainment of this purpose both by its program and by the less tangible but even more important temper and atmosphere of its entire campus." Through every means at my disposal, I intend to maintain and strengthen the Christian witness which has heretofore characterized the life of Agnes Scott College.

The decision to come to Agnes Scott in 1948 was motivated by a lifelong respect for its purposes and accomplishments. This respect has been deepened as I have come to know the College intimately as a member of the administration and faculty. The association with Dr. McCain and others whose lives have enriched Agnes Scott has been a rare privilege. I gladly dedicate my service to the welfare of this College that embodies the standards and ideals in which I place my confidence.

This College does not belong to the state and will not receive its support from state funds. Neither does it belong to or receive budgeted funds from any branch of the church. Agnes Scott belongs to those who believe in what she stands for and in what she undertakes to do. From such folk must come her strength in the years ahead.

The task before us is not an easy one. The independent liberal arts institutions throughout America, as you well know, will have to justify their right to exist in the period ahead. My optimism about the future of Agnes Scott is based not alone upon a belief that such small Christian liberal arts colleges are essential to the integrity of a democratic America, but upon a conviction that Agnes Scott College has a unique service to perform and a mission to fulfill in the educational life of the South and of the nation. In this confidence and with the help of God I accept my responsibility.

*President Jack spoke informally at the luncheon for official delegates in Letitia Pate Evans Hall after the Inauguration. Since many of his hearers were college presidents, his remarks carried special spice on that occasion; but there is a great deal in this brief talk for everyone connected with a college.*

# The Task of a College President

Theodore H. Jack

President of Randolph-Macon Woman's College

Now that all the rites have been performed,—and two funeral orations pronounced over the bier,—I suppose there is nothing else to do but to go ahead and bury the young man in a college presidency.

Up to this moment, during the two inauguration sessions, we have been privileged to hear two exceptionally able and learned discussions of educational problems. And now that our new president has been formally installed in his high office, and has been given his academic sailing chart by two peculiarly able college administrators, this occasion is, in a sense, an afterthought, an anti-climax, a useless appendix. There are two reasons why I am not going to make a learned educational address, first, because I am not competent to do so, and, second, because, for various reasons, I conceive it to be my function to speak briefly in a more personal way. For those of you who do not know the circumstances surrounding my participation on this occasion, let me say that both of these men, one now the president emeritus, the other, the new president, are long time friends of mine.

James Ross McCain and I have served side by side together in educational work in the South and in the nation now for an almost unconscionable period of time. Few men have contributed more to the educational advance of the South than Ross McCain. none is more highly esteemed in educational circles than he, no one has built a more distinguished institution. Through the years, many of us have looked to him for guidance and for light in our educational problems and he has never failed to render whatever assistance and advice and encouragement were needed, freely, graciously, and gladly. Today, his colleagues in the field of higher education, proud of his achievements and of his noble character, salute him and wish him Godspeed.

Wallace Alston and I have been associated together for a somewhat briefer time and under different circumstances. I knew him first as one of the most brilliant students I have ever had in my classes, then as an able and devoted minister in a great communion, latterly, as a promising beginner in the field of educational administration. And now this young fellow is the president of the great little college under whose very shadow he was reared.

On behalf of the Southern University Conference, to my mind the most significant educational organization

in the South, an organization of which his distinguished predecessor was one of the founders and in whose councils he had rendered notable services, I bring the greetings and good wishes of his colleagues in that group. And now that Ross McCain has retired, very much to my discomfort I find myself now the oldest president of a woman's college, and I suppose I have as much right as anyone to bring him the good wishes of that group.

What is it to be a college president anyway? What is the height and the depth, what is the length and the breadth, what are the metes and bounds of such an exalted, and terrifying, position? The greatest college president I have ever known, the greatest educational administrator the South has ever produced, a man whose name is still magic to the ears of many of us, the late Chancellor James H. Kirkland, of Vanderbilt, has phrased an answer to the question.

"To labor constantly for the world with no thought of self, to find indifference and opposition where you ought to have active assistance, to meet criticism with patience and the open attacks of ignorance without resentment, to plead with others for their own good, to follow sleepless nights with days of incessant toil, to strive continuously without ever attaining—this is to be a college president. But this is only half the truth. To be associated with ambitious youth and high-minded men, to live in an atmosphere charged with thoughts of the world's greatest thinkers, to dream of a golden age not in the past but in the future, to have the exalted privilege of striving to make that dream a reality, to build up great kingdoms of material conquest and make daily life richer and fuller, to spiritualize wealth and convert it into weal, to enrich personal character and elevate all human relationships, to leave the impress of one's life on a great and immortal institution—this, too, is to be a college president."

"He who presides over a great university should be a man of broad culture, able to sympathize with and understand the work of each department, and appreciating the value of that generous training he wishes his students to receive. The university president should also be something of a specialist, knowing the value of research, sympathizing with the march of truth, feeling in his heart the pulse beat of his age. He must also be a man among men, able to lead, control, inspire; bold to conceive and brave to execute; loyal to the past, but recognizing that his allegiance is to the future rather than to the past; that his service is to the generation about him, not to that which is dead and gone; that his kingdom is to be created, not inherited."



It is a wonderful and intriguing climate into which President Alston has come, a challenging opportunity, a great privilege, and, I may add, a great responsibility and burden. He has inherited the presidency of one of America's finest and most significant colleges, a college known throughout the length and breadth of the land for its high scholarship, for its splendid Christian and spiritual influence, for the high character of its student body and the outstanding competence of its faculty, for its notable contributions to the development of the young womanhood of the nation. This is truly a notable educational foundation, worthy of all the praise which has been showered upon it.

He comes into the direction of this College at a time of crisis in the colleges, at a time when the very future of such institutions is imperiled, at a time when a craven soul might well say, "The times are out of joint, ah wretched me, that ever I was born to set them right." But those of us who know him well and have great confidence in him know full well that he will rise to meet the challenge of the times and that his spirit will join with the spirit of the brave young Rupert Brooke in saying, "Then thanks be to God Who has joined me to His hour." I happen to recall very well an incident illustrative of the spirit that is Agnes Scott. Some years ago the president of a great educational foundation, after a visit to this institution, asked the wife of a former president of the College how Agnes Scott had accomplished such remarkable results with such small resources. And her reply was, "We have done it through faith." That spirit, I know, continues to be the keynote of Agnes Scott's achievements, and the spirit which animates the new president. In that spirit, and building on a solid, noble foundation, he will go forward to even greater achievement for this wonderful institution.

And there is another element in the climate into which

he enters I cannot forbear to mention. He comes into a climate set by his distinguished predecessor and for many years, I hope, he has the strong right arm and the stout heart and the wise brain of James Ross McCain to support him, to encourage him, and, at times, to console him.

"The American college president is an officer with unique powers, responsibilities, and opportunities. Nowhere in all educational history do we find his counterpart. At one moment he is a statesman, planning some great constructive work for the up-building of his country; at another moment he is a politician trying to be all things to all men, if by all means he may gain some votes and some small appropriation sufficient to supply daily needs. At one moment he is a Pharaoh on his throne; at another driven by cruel taskmasters he is a slave making bricks without straw; at one moment he is swaying the destiny of a thousand students, leading them as an army; at another he is the confidential friend and adviser of a single troubled soul, giving the benediction of personal touch and a loving sympathy to an inspiring life."

In a very imperfect and fragmentary fashion, this is the height and the depth, the length and the breadth of the task of a college president, this is the climate into which the new president has come. These are the tasks and the responsibilities, the cares and the burdens, the privileges and the joys into which Wallace Alston has come today.

And all of us who have gathered here today to share in his inauguration join in greetings and good wishes to this College and its new president. May God speed him on his way as he enters upon what I at least know will be a notable, a distinguished, a rewarding career of service to God and His people.

The auspices are truly propitious.

Go forward, bravely and confidently, in your high career.

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### *Recommended Reading*

*A Man Called Peter.* By Catherine Marshall, Agnes Scott '36. McGraw Hill, \$3.50. A good Christmas present for an Agnes Scott friend. Catherine's biography of her husband, the late Dr. Peter Marshall, chaplain of the U. S. Senate and pastor of New York Avenue Presbyterian Church in Washington, may equal in popularity her edition of his sermons and prayers, *Mr. Jones, Meet the Master*. The story includes their courtship when she was a senior at Agnes Scott.



# Official Delegates

## to the Inauguration of President Wallace McPherson Alston

Agnes Scott College  
October 23, 1951

1636  
HARVARD UNIVERSITY  
Mr. Enoch Smythe Gambrell

1693  
THE COLLEGE OF WIL-  
LIAM AND MARY  
Dr. David Bennett Camp

1701  
YALE UNIVERSITY  
Dr. Daniel C. Elkin

1740  
UNIVERSITY OF PENN-  
SYLVANIA  
Mr. Albert Griffin

1746  
PRINCETON UNIVERSITY  
Mr. Robert Harrison Jones

1749  
WASHINGTON AND LEE  
UNIVERSITY  
Dean James Graham Leyburn

1764  
BROWN UNIVERSITY  
Dr. Justin M. Andrews

1766  
RUTGERS UNIVERSITY  
NEW JERSEY COLLEGE  
FOR WOMEN  
Mrs. William F. Gerrow, Jr.

1769  
DARTMOUTH COLLEGE  
Mr. Louis J. Fortuna

1770  
COLLEGE OF CHARLES-  
TON  
President George D. Grice

1772  
SALEM COLLEGE  
President Dale H. Gramley

1773  
DICKINSON COLLEGE  
Dr. Harold H. Bixler

1776  
HAMPDEN-SYDNEY COL-  
LEGE  
President Edgar Graham  
Gammon

1776  
UNITED CHAPTERS OF  
PHI BETA KAPPA  
Dr. Goodrich Cook White,  
Senator (President of Em-  
ory University)

1782  
WASHINGTON COLLEGE  
Dr. Benjamin Blackiston  
Wroth

1785  
WILLIAMS COLLEGE  
Dr. Charles R. Hart

1785  
UNIVERSITY OF GEORGIA  
Dean Alvin B. Biscoe

1787  
FRANKLIN AND MAR-  
SHALL COLLEGE  
Dr. William Bevan, Jr.

1789  
GEORGETOWN UNIVER-  
SITY  
Mr. Joseph B. Brennan

1789  
UNIVERSITY OF NORTH  
CAROLINA  
Mrs. P. G. Hammer

1794  
UNIVERSITY OF TENNES-  
SEE  
Mrs. Coy Lander

1794  
TUSCULUM COLLEGE  
Dr. Herman L. Turner

1798  
UNIVERSITY OF LOUIS-  
VILLE  
Mrs. Maxwell S. Brown

1800  
MIDDLEBURY COLLEGE  
Dr. Elaine L. Updyke

1801  
UNIVERSITY OF SOUTH  
CAROLINA  
Mr. Harold B. Prince

1809  
MIAMI UNIVERSITY  
Dr. William M. Carlton

1812  
UNION THEOLOGICAL  
SEMINARY  
Dr. James G. Patton, Jr.

1813  
COLBY COLLEGE  
Mrs. J. C. Milner

1815  
ALLEGHENY COLLEGE  
Dr. Elizabeth Gould Zenn

1817  
UNIVERSITY OF MICHIGAN  
Dr. Evangeline Thomas Papa-  
george

1819  
CENTRE COLLEGE OF  
KENTUCKY  
President Walter Alexander  
Groves

1819  
MARYVILLE COLLEGE  
President Ralph Waldo Lloyd

1819  
UNIVERSITY OF VIRGINIA  
Mr. William Matthews

1820  
INDIANA UNIVERSITY  
Mrs. Grace Hendley Kehr

1821  
GEORGE WASHINGTON  
UNIVERSITY  
Mr. Francis M. Bird

1823  
TRINITY COLLEGE  
Mr. Louis S. Cohen

1826  
FURMAN UNIVERSITY  
President John Laney Plyler

1826  
HANOVER COLLEGE  
Mrs. William T. Jones

1826  
LAFAYETTE COLLEGE  
The Reverend Hubert V. Tay-  
lor

1826  
MISSISSIPPI COLLEGE  
Dr. James Wallace Middleton

1826  
WESTERN RESERVE UNI-  
VERSITY  
Mrs. John H. Woodworth

1827  
LINDENWOOD COLLEGE  
Dean Eunice Carmichael Rob-  
erts

1828  
COLUMBIA THEOLOGI-  
CAL SEMINARY  
President J. McDowell Rich-  
ards

1830  
UNIVERSITY OF RICH-  
MOND  
Dr. George S. Mitchell

1831  
LAGRANGE COLLEGE  
President Waights G. Henry,  
Jr.

1833  
HAVERFORD COLLEGE  
Dr. William E. Hinrichs

1833  
MERCER UNIVERSITY  
President Spright Dowell

1833  
OBERLIN COLLEGE  
Mrs. Stephen M. Herrick

1834  
FRANKLIN COLLEGE  
Dr. M. Kathryn Glick

1834  
TULANE UNIVERSITY  
Dean Anna Estelle Many

1834  
WAKE FOREST COLLEGE  
Dr. Howard Mitchell Phillips

1834  
WHEATON COLLEGE  
Mrs. Stanley Blackmer

1835  
OGLETHORPE UNIVER-  
SITY  
President Philip Weltner

1836  
ALFRED UNIVERSITY  
Mrs. Robert H. Brown

1836  
EMORY UNIVERSITY  
Vice President John Gordon  
Stipe

1836  
WESLEYAN COLLEGE  
Dean Samuel Luttrell Akers

1837  
DAVIDSON COLLEGE  
President John R. Cunning-  
ham

1837  
GUILFORD COLLEGE  
Dr. Morgan B. Raiford

- 1837  
MARSHALL COLLEGE  
Mr. E. H. Rece
- 1837  
MOUNT HOLYOKE COL-  
LEGE  
Mrs. Delkin Jones
- 1838  
DUKE UNIVERSITY  
Dean Roberta Florence Brink-  
ley
- 1839  
BOSTON UNIVERSITY  
Mr. John F. Burke
- 1839  
ERSKINE COLLEGE  
President Robert Calvin Grier
- 1839  
UNIVERSITY OF MIS-  
SOURI  
Mr. Forest L. Fowler
- 1839  
VIRGINIA MILITARY IN-  
STITUTE  
Mr. Robert B. Shelley
- 1842  
THE CITADEL  
Mr. R. B. Cunningham
- 1842  
HOLLINS COLLEGE  
President John R. Everett
- 1842  
MARY BALDWIN COL-  
LEGE  
Mrs. James Kenneth Fancher
- 1842  
OHIO WESLEYAN UNI-  
VERSITY  
The Reverend Warren Thomas  
Smith
- 1842  
SAINT MARY'S SCHOOL  
AND JUNIOR COLLEGE  
President Richard Gabriel  
Stone
- 1842  
WILLAMETTE UNIVER-  
SITY  
Mrs. George Wilson Gunn
- 1845  
WITTENBERG COLLEGE  
Mr. John J. Pershing
- 1846  
BUCKNELL UNIVERSITY  
Lieutenant Colonel Gilbert R.  
Frith
- 1846  
MOUNT UNION COLLEGE  
Mrs. Alan W. Donaldson
- 1847  
EARLHAM COLLEGE  
Mr. C. Ralph Partington
- 1847  
LAWRENCE COLLEGE  
Mrs. Ward Rosebush
- 1848  
AMERICAN ASSOCIATION  
FOR THE ADVANCE-  
MENT OF SCIENCE  
Mr. Arthur Malcolm Henry
- 1848  
MUHLENBERG COLLEGE  
Dr. J. R. Brokhoff
- 1848  
SOUTHWESTERN AT  
MEMPHIS  
President Peyton Nalle  
Rhodes
- 1848  
UNIVERSITY OF WISCON-  
SIN  
Mr. Charles W. Bloedorn
- 1849  
AUSTIN COLLEGE  
President W. B. Guerrant
- 1849  
BESSIE TIFT COLLEGE  
President W. Fred Gunn
- 1850  
HEIDELBERG COLLEGE  
Dr. Newell E. Good
- 1850  
ILLINOIS WESLEYAN UNI-  
VERSITY  
President Merrill J. Holmes
- 1851  
CARSON-NEWMAN COL-  
LEGE  
Mr. Walter F. Buhl
- 1851  
HOPE COLLEGE  
Mrs. Howard E. Duesing
- 1851  
UNIVERSITY OF MINNE-  
SOTA  
Dr. Howard Sheldon Jordan
- 1851  
NORTHWESTERN UNI-  
VERSITY  
Mr. Ernest Plambeck
- 1852  
CORNELL COLLEGE  
Mr. Paul W. Kidder
- 1852  
MILLS COLLEGE  
President Lynn White, Jr.
- 1853  
UNIVERSITY OF FLORIDA  
Dr. Eleanor Bode Browne
- 1853  
LOUISVILLE PRESBYTER-  
IAN THEOLOGICAL  
SEMINARY  
The Reverend P. J. Garrison
- 1853  
WASHINGTON UNIVER-  
SITY  
Mr. William H. Frey
- 1854  
WOFFORD COLLEGE  
Dean C. C. Norton
- 1855  
ELMIRA COLLEGE  
Mrs. Lloyd L. Brown
- 1856  
NEWBERRY COLLEGE  
Mr. James C. Abrams,  
Registrar
- 1857  
FLORIDA STATE UNIVER-  
SITY  
President Doak S. Campbell
- 1857  
QUEENS COLLEGE  
President Charlton C. Jerni-  
gan
- 1858  
BAKER UNIVERSITY  
Dr. Frank W. Clelland
- 1860  
LOUISIANA STATE UNI-  
VERSITY AND AGRICUL-  
TURAL AND MECHANICAL COLLEGE  
Mr. Robert Carson Chinn
- 1861  
MASSACHUSETTS INSTI-  
TUTE OF TECHNOLOGY  
Mr. William E. Huger
- 1861  
VASSAR COLLEGE  
AMERICAN COUNCIL ON  
EDUCATION  
President Sarah Gibson  
Blanding
- 1864  
UNIVERSITY OF DENVER  
UNIVERSITY CENTER IN  
GEORGIA  
Dr. Henry King Stanford
- 1864  
SWARTHMORE COLLEGE  
Dr. Osborne R. Quayle
- 1865  
CORNELL UNIVERSITY  
Dr. Ross H. McLean
- 1865  
UNIVERSITY OF KEN-  
TUCKY  
Mr. Edward F. Danforth
- 1865  
UNIVERSITY OF MAINE  
Mrs. James M. Sims
- 1866  
CARLETON COLLEGE  
Mrs. R. F. Schrader
- 1866  
UNIVERSITY OF NEW  
HAMPSHIRE  
Miss Melissa A. Gilley
- 1866  
THE COLLEGE OF WOOS-  
TER  
President Howard Foster  
Lowry
- 1867  
UNIVERSITY OF ILLINOIS  
Dr. James Harvey Young
- 1867  
JOHNS HOPKINS UNI-  
VERSITY  
Dr. Edith Muriel Harn
- 1869  
PENNSYLVANIA COLLEGE  
FOR WOMEN  
Mrs. James G. Stephenson
- 1869  
WILSON COLLEGE  
Mrs. Walter Gresh
- 1870  
OHIO STATE UNIVERSITY  
Dr. Margaret Guthrie Trotter
- 1870  
SULLINS COLLEGE  
Miss Hester Matthews
- 1870  
SYRACUSE UNIVERSITY  
Mrs. Howard C. Smith
- 1870  
WELLESLEY COLLEGE  
Dr. Virginia F. Prettyman
- 1871  
SMITH COLLEGE  
Mrs. George Seward
- 1872  
ALABAMA POLYTECHNIC  
INSTITUTE  
Dr. David Wiley Mullins,  
Executive Vice President
- 1872  
LANDER COLLEGE  
President Boyce M. Grier
- 1872  
PEACE COLLEGE  
President William C. Pressly
- 1872  
VANDERBILT UNIVER-  
SITY  
Dr. Edwin Mims

- 1872  
VIRGINIA POLYTECHNIC  
INSTITUTE  
Mr. Kendall Weisiger
- 1873  
BLUE MOUNTAIN COL-  
LEGE  
Mrs. Dick Houston Hall, Jr.
- 1873  
DRURY COLLEGE  
Dr. William D. Burbank
- 1873  
SHORTER COLLEGE  
President Charles W. Burts
- 1873  
TEXAS CHRISTIAN UNI-  
VERSITY  
Dean Jerome A. Moore
- 1874  
ST. OLAF COLLEGE  
Mrs. Paul R. Lewis
- 1875  
GEORGE PEABODY COL-  
LEGE FOR TEACHERS  
Dr. Hayden C. Bryant
- 1875  
PARK COLLEGE  
Dr. Bruce C. Boney
- 1876  
AMERICAN CHEMICAL  
SOCIETY  
Dr. J. Samuel Guy
- 1876  
AMERICAN LIBRARY AS-  
SOCIATION  
Dr. Tommie Dora Barker
- 1876  
UNIVERSITY OF COLO-  
RADO  
Dr. J. G. Lester
- 1876  
STILLMAN COLLEGE  
President Samuel Burney Hay
- 1878  
BRENAU COLLEGE  
President Josiah Crudup
- 1879  
ARCHAEOLOGICAL INSTI-  
TUTE OF AMERICA  
Dr. Robert Scranton
- 1879  
RADCLIFFE COLLEGE  
Mrs. Philip M. Essig
- 1880  
PRESBYTERIAN COLLEGE  
President Marshall Walton  
Brown
- 1881  
AMERICAN ASSOCIATION  
OF UNIVERSITY WOM-  
EN  
Mrs. Edward L. Askren, Jr.  
(President, Atlanta Branch)
- 1881  
DRAKE UNIVERSITY  
Mrs. Emil Georg
- 1881  
INCARNATE WORD COL-  
LEGE  
Miss Mary Corley
- 1881  
UNIVERSITY OF TEXAS  
Dr. Florene J. Dunstan
- 1883  
MODERN LANGUAGE AS-  
SOC. OF AMERICA  
AMER. ASSOC. OF TEACH-  
ERS OF FRENCH  
Dr. Eliot G. Fay
- 1883  
WAGNER COLLEGE  
Dr. Behrend Mehrtens
- 1884  
AMERICAN HISTORICAL  
ASSOCIATION  
Dr. Bell Irvin Wiley
- 1884  
LONGWOOD COLLEGE  
Mrs. R. L. Turman
- 1885  
BRYN MAWR COLLEGE  
Mrs. Clemens de Baillou
- 1885  
GEORGIA INSTITUTE OF  
TECHNOLOGY  
President Blake R. Van Leer
- 1885  
GOUCHER COLLEGE  
Mrs. P. E. Atkinson
- 1885  
STANFORD UNIVERSITY  
Mrs. Frederick D. Noble, Jr.
- 1886  
UNIVERSITY OF CHAT-  
TANOOGA  
President David A. Lockmiller
- 1886  
THE SOCIETY OF THE  
SIGMA XI  
Dr. Henry W. Schoenborn
- 1887  
NORTH CAROLINA STATE  
COLLEGE  
Dr. Joseph E. Moore
- 1887  
POMONA COLLEGE  
Colonel Wayne B. Gardner
- 1887  
TROY STATE TEACHERS  
COLLEGE  
Mrs. L. D. Bynum
- 1888  
MORRIS HARVEY COL-  
LEGE  
Mr. Theodore F. Goldthorpe,  
(Assistant to the Presi-  
dent)
- 1889  
BARNARD COLLEGE  
Dr. Catherine Sims
- 1889  
CLEMSON AGRICULTUR-  
AL COLLEGE  
Mr. John D. Lane
- 1889  
CONVERSE COLLEGE  
President Edward M. Gwath-  
mey
- 1889  
GEORGIA STATE COL-  
LEGE FOR WOMEN  
President Guy H. Wells
- 1889  
REINHARDT COLLEGE  
President J. R. Burgess, Jr.
- 1890  
MILLSAPS COLLEGE  
Dr. Elbert S. Wallace
- 1891  
UNIVERSITY OF CHICAGO  
Dr. Ernest Cadman Colwell
- 1891  
LENOIR RHYNE COLLEGE  
Miss Ruth Matilda Wingard
- 1891  
MEREDITH COLLEGE  
President Carlyle Campbell
- 1891  
PEMBROKE COLLEGE  
Dr. Helen T. Albro
- 1891  
RANDOLPH-MACON WOM-  
AN'S COLLEGE  
ASSOCIATION OF AMERI-  
CAN COLLEGES  
SOUTHERN UNIVERSITY  
CONFERENCE  
President Theodore H. Jack
- 1891  
WOMAN'S COLLEGE OF  
THE UNIVERSITY OF  
NORTH CAROLINA  
Dr. Walter Clinton Jackson  
(Chancellor Emeritus)
- 1892  
AMERICAN PSYCHOLOGI-  
CAL ASSOCIATION  
Dr. J. Stanley Gray
- 1894  
BELHAVEN COLLEGE  
President Guy Tillman Gil-  
lespie
- 1895  
SOUTHERN ASSOCIATION  
OF COLLEGES AND SEC-  
ONDARY SCHOOLS  
Dean Lloyd W. Chapin, Sec-  
retary Commission on In-  
stitutions of Higher Edu-  
cation
- 1896  
ALABAMA COLLEGE  
Dr. Eva Olivia Golson
- 1896  
FLORA MACDONALD COL-  
LEGE  
President Marshall Scott  
Woodson
- 1897  
PHI KAPPA PHI  
Dr. Susanne Thompson
- 1899  
AMERICAN ASTRONOMI-  
CAL SOCIETY  
Dr. W. A. Calder
- 1899  
SIMMONS COLLEGE  
Mrs. H. C. Allen, Jr.
- 1901  
AMERICAN MATHEMATI-  
CAL SOCIETY  
MATHEMATICAL ASSOC.  
OF AMERICA  
Dr. Claiborne Latimer
- 1901  
SOUTHWESTERN LOUIS-  
IANA INSTITUTE  
Miss Agnes Roth  
(Assistant Dean of Wom-  
en)
- 1901  
SWEET BRIAR COLLEGE  
Mrs. Arthur Jesse Merrill
- 1902  
THE BERRY SCHOOLS  
Dr. R. C. Gresham, Chaplain
- 1903  
DAVIS AND ELKINS COL-  
LEGE  
Dr. Felix B. Gear
- 1905  
AMERICAN SOCIOLOGI-  
CAL SOCIETY  
Mr. James W. Wiggins
- 1906  
SOUTH GEORGIA COL-  
LEGE  
President William S. Smith
- 1906  
VALDOSTA STATE COL-  
LEGE  
Dean Joseph A. Durrenberger
- 1908  
COKER COLLEGE  
Mrs. John F. Busch, Jr.
- 1908  
GEORGIA TEACHERS COL-  
LEGE  
President Zach S. Henderson
- 1909  
NATIONAL ASSOCIATION  
OF BIBLICAL INSTRU-  
CTORS  
Miss Louise Panigot



1911  
CONNECTICUT COLLEGE  
FOR WOMEN  
Mrs. W. B. Farnsworth

1911  
NATIONAL COUNCIL OF  
TEACHERS OF ENGLISH  
Dr. H. Prentice Miller

1911  
SOUTHERN METHODIST  
UNIVERSITY  
Dr. Garland G. Smith

1912  
THE RICE INSTITUTE  
Dr. Wilton M. Fisher

1914  
GENERAL ASSEMBLY'S  
TRAINING SCHOOL FOR  
LAY WORKERS  
President Henry Wade Du-  
Bose

1914  
GEORGIA ASSOCIATION  
OF COLLEGES  
Mr. W. L. Carmichael

1915  
AMERICAN ASSOCIATION  
OF UNIVERSITY PRO-  
FESSORS  
Dr. W. Tate Whitman

1916  
MONTREAT COLLEGE  
President J. R. McGregor

1918  
MORTAR BOARD  
Mrs. Holcombe Green

1925  
UNIVERSITY OF MIAMI  
Dean Mary B. Merritt

1926  
SCRIPPS COLLEGE  
Mrs. G. Thomas McElwrath

1929  
PRESBYTERIAN JUNIOR  
COLLEGE  
President Louis C. LaMotte

1931  
UNIVERSITY SYSTEM OF  
GEORGIA  
Chancellor Harmon W. Cald-  
well

1933  
WEST GEORGIA COLLEGE  
Dr. George C. S. Adams

1934  
SOUTHERN HISTORICAL  
ASSOCIATION  
Dr. James Z. Rabun

1938  
PICKETT AND HATCHER  
EDUCATIONAL FUND  
Miss Vista Ann Davis

1940  
JOHN BULOW CAMPBELL  
FOUNDATION  
Mr. William B. Stubbs  
(Executive Director)

1943  
THE RICH FOUNDATION  
Dr. Raymond R. Paty  
(Executive Director)

1945  
GEORGIA SOCIETY OF  
HISTORICAL RESEARCH  
Mrs. Robert Harrison Jones  
(Honorary life President)

1950  
DIVISION OF HIGHER ED-  
UCATION, PRESBYTER-  
IAN CHURCH, U. S.  
Dr. Hunter B. Blakely, Sec-  
retary

The chapel schedule has been strengthened by the introduction of Convocation, held every Wednesday morning and attended by all members of the campus community. Convocation is usually conducted by President Alston and combines a religious service with announcements of general interest and sometimes an address by the President or by a guest speaker of distinction. The chief purpose is to maintain Agnes Scott's community sense and spirit. This has been felt more and more necessary as campus life and off-campus activities have become more and more diverse through the years.

## Campus Briefs

Chapel attendance on other days remains voluntary.

\* \* \*

If you know a girl who would like to enter Agnes Scott next fall but who may not be able to afford the full charges, tell her that now is the time to write for information on the scholarship competition. The nine awards include one of \$1500 divided \$600-\$300-\$300-\$300 over the four years, three of \$1000 each divided \$400-\$200-\$200-\$200, and five ranging from \$300 down to \$100 for one year only. These awards are made entirely on the basis of competition documents. A student who does not win one of them but who places well in the contest and who demonstrates need may receive a student aid grant. Application for contest information should be made to the Registrar's Office before mid-January.

\* \* \*

Speaking of scholarships, several alumnae clubs are thinking of raising funds for the purpose. Each scholarship must be at least in the amount of \$1000. The principal is invested and the income used to aid students. A great need is present in the case of foreign students, who usually are not permitted to bring money from their own countries. They greatly enrich the life of the campus, and some way of continuing to bring them to Agnes Scott must be found.

\* \* \*

If you live near the College, you should come and see the transformation of fourth floor Buttrick, which the Department of Art has made into a charming gallery. The big front window provides a good north light, and the rough unfinished walls have been painted to a height of about six feet. Pictures are hung at eye level.

\* \* \*

Clippings concerning the Inauguration are still coming in from all parts of the country. The New York Times carried a picture of President Alston and the story of the event Oct. 24. The Associated Press distributed the news widely.

\* \* \*

Have you ever wondered how Agnes Scott grad-

uates really stack up in community leadership? A prominent woman who toured the South during the war, helping to set up civilian defense organizations, asked in each community for a list of women outstanding in civic service. She was amazed at the frequency—almost the invariability—with which the names of Agnes Scott alumnae turned up on these lists. Not an Agnes Scotter herself, she told this story to the alumnae director and asked what the College did to prepare its students so well for the responsibilities of citizenship. What would have been your answer?

\* \* \*

The Alumnae House has been receiving a stream of compliments since the installation of a full-time hostess last year. A few guests have sent beautiful gifts to the house after their visits. Mrs. Eloise Ketchin, whose hospitality and skill have been the cause of these kindnesses, attended Agnes Scott briefly as a music student. Her home is in Louisville, Ga. After the death of her husband, a doctor, she held hostess positions at Winthrop and Centre colleges, then came to Agnes Scott last year. She has one son, who has taught English at Georgia Tech and is now working on his doctorate at Emory. Mrs. Ketchin is the person to whom you write when you decide to pay the campus a visit and stay at the Alumnae House. Did you know that some alumnae just come and rest here, away from it all, for a week or two each year?

\* \* \*

If you have not followed the remarkable development of the Agnes Scott College Choir in the last few years, you should try to come to the Christmas Carol service at 8 P.M. on Sunday, December 9. If you have followed it, you'll probably be there.

\* \* \*

Are you among the alumnae who recommended a real Department of Philosophy in the questionnaire of 1947? If so, you will be delighted with plans made by President Alston for next year. They will be announced soon.

\* \* \*

The Garden Chairman bespeaks your help in enriching the Alumnae Garden on a practically non-existent budget. If you have any bulbs—crocus, hyacinth, jonquil, tulip—or perennials that can be divided in fall or spring, and if you would be willing to donate them to the Garden, please notify Mrs. A. E. Johns (Laurie Belle Stubbs '22), 2642 N. Druid Hills Rd., Rte. 13, Atlanta. She will call for them if you live in the Atlanta area.

\* \* \*

Alumnae friends of Miss Louise Hale have expressed gratification at the founding of a scholarship in her name. Set up by an anonymous friend in the amount of \$1000, it is open to donations from anyone who wishes to do something in memory of Miss Hale.

# Class News

Compiled by Eloise Hardeman Ketchin

## DEATHS

### Institute

Katherine Reneau Alley died May 18, in Atlanta.

Hattie E. Leland Trawick died last year.

Andrew Bramlett, husband of Minnie McIntire Bramlett, died April 19.

Annie Lou Pagett Beadle died June 1, 1941.

Cora Strong's sister, Daisy Strong, died March 17.

### 1909

Ruth Marion Wisdom died June 30 at her home in Tampa, Fla.

### 1910

George Frederick Nicolassen, father of Agnes Nicolassen Wharton and Elizabeth Nicolassen '19, died May 25. Dr. Nicolassen, who was 93 years old, was the first professor of Oglethorpe University when it was re-organized in Atlanta in 1916, and was dean of the liberal arts school.

### 1912

The Office has received news of the death of Annie Chapin McLane mother.

### 1914

Walter Dupre, husband of Essie Roberts Dupre, died June 3.

### 1915

Martha Brenner Shryock lost her father in July, 1950.

W. L. Durant, husband of Grace Harris Durant and father of Grace Durant '48 and Louise Durant Carter '49, died several months ago.

### 1919

Elizabeth Lawrence Brobston lost her brother, John A. Lawrence, in March.

### 1923

Fredeva Ogletree lost her father last year and her mother died in April.

Belle M. Calmes, mother of Elizabeth Calmes Baeszler, died June 13.

### 1932

Mrs. W. S. Taffar, mother of Juliet Taffar Cole and Rudene Taffar Young '34, died May 22.

### 1940

Nell Moss Roberts lost her father-in-law June 21.

### 1942

Dr. H. P. Stuckey, father of Cornelius Stuckey Walker, died June 14.

### 1946

Eva Williams Jemison and her husband, Bill, lost their five-month-old son, James Allen, in June.

### 1951

Betty McClain's father died in July.





RETURN POSTAGE GUARANTEED BY ALUMNAE QUARTERLY, AGNES SCOTT COLLEGE, DECATUR, GEORGIA

# The AGNES SCOTT Alumnae Quarterly

Winter 1952





**THE  
ALUMNAE ASSOCIATION  
OF  
AGNES SCOTT COLLEGE**

**Officers**

CATHERINE BAKER MATTHEWS '32  
*President*  
JEAN BAILEY OWEN '39  
*Vice-President*  
FRANCES THATCHER MOSES '17  
*Vice-President*  
DOROTHY HOLLORAN ADDISON '43  
*Vice-President*  
JULE MCCLATCHEY BROOKE '35  
*Secretary*  
BETTY MEDLOCK '42  
*Treasurer*

**Trustees**

BETTY LOU HOUCK SMITH '35  
FRANCES WINSHIP WALTERS INST.

**Chairmen**

FANNIE G. MAYSON DONALDSON '12  
*Nominations*  
SARA CARTER MASSEE '29  
*Special Events*  
FRANCES RADFORD MAULDIN '43  
*Vocational Guidance*  
MARY WALLACE KIRK '11  
*Education*  
ELAINE STUBBS MITCHELL '41  
*Publications*  
CARY WHEELER BOWERS '39  
*Class Officers*  
JULIA PRATT SMITH SLACK EX '12  
*House*  
LAURIE BELLE STUBBS JOHNS '22  
*Grounds*  
MARY McDONALD SLEDD '34  
*Entertainment*

**Staff**

ELEANOR N. HUTCHENS '40  
*Director of Alumnae Affairs*  
ELOISE HARDEMAN KETCHIN  
*House Manager*  
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COVER—*That's Agnes Scott '55 before the portrait of her great-great-grandmother, for whom she is named. The present Agnes, who is usually called Mickey, is the daughter of Annie Pope Bryan Scott '15 and the sister of Anne Scott Wilkinson '43, Betty Pope Scott Noble '44, and Nellie Scott '47. Photograph by Frank Tug-gie for The Atlanta Journal & Constitution.*

ELEANOR N. HUTCHENS '40, EDITOR

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**The Education Issue.** Each year the Education Committee of the Alumnae Association assembles the material for one issue of *The Quarterly*. This year the articles written for and by the Committee were of such interest and merit that it was decided to divide them between two issues, the Winter and the Spring, since *The Quarterly's* budget will not permit them to be printed in one number as they are and since to cut them would be an act of destruction. So in the present issue the Committee offers articles on education in modern America; in the Spring number two alumnae will report on U. S. educational and informational programs abroad.

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*Many conflicting opinions are in the air as to the value of present-day high school education. In this article an Agnes Scott graduate with a long and distinguished record of high school teaching gives her views frankly and charmingly, centering her observations on the school she serves.*

## Recent Developments In the High School Program

Kate Clark '13

[This paper was read before the Tintagil Club in Montgomery, Alabama, in January, 1951. Whatever the writer may have accomplished during her years of teaching Latin at Sidney Lanier High School in Montgomery, Alabama, she feels is due to the education in the liberal arts she received at Agnes Scott and is especially due to the training she received in Latin under the capable and inspiring teaching of the late, beloved Miss Lillian Smith.]

Generally when I write a paper for Tintagil my purpose is purely entertainment—entertainment for myself, I mean. If you also have enjoyed my efforts in the past, it is good. My motive in writing this paper is again a selfish one. I feel a need for summing up for myself the findings of a study we made last year of Sidney Lanier High School and the many phases of its educational program. In keeping with a current trend in educational circles of acquainting the public with school conditions, I feel an urge to impose some of these findings upon you. Generally such a report to the public is largely of a financial nature, but as the question of finances, both public and private, has always defeated me, I shall hardly touch upon the matter. However, I think you will be able to understand from what I shall say why it is that a high school program needs far greater financial support today than it had fifty or even ten years ago.

When I was in high school, one took the course of study that was rigidly laid down by college require-

ments and one had little time for anything else, except perhaps a little ladylike basketball, a little singing, a play once or twice a year, and a publication which was more like a magazine than a newspaper, as high school publications are today. If one did not have the ability to master college requirement English, geometry, algebra, history, Latin, German or French, physics and chemistry, one just dropped out of high school, got married or went to work.

A high school today is a far different place from what it was in those good old college preparatory days. We still try to prepare our students for college, it is true, but we try to do many other things besides. Today we try to give some form of education for every child of high school age in the community, not merely the brighter and more ambitious ones. We try to develop the whole child and not merely his mental capacity. This is the right thing to do and I am thoroughly in sympathy with this broadened program which is developing in our high schools, but I sometimes fear that, in our endeavor to be all things to all children, we are neglecting the more capable children and are giving them a rather superficial form of education.

Once a high school was judged upon its ability to prepare its students for college work; now a high school is judged mainly upon its holding power. Once only a small percentage of the children entering high school remained to graduate, but now a school is considered a very poor plant which does not graduate a large percentage of its freshman class. In order to increase our holding power at Lanier we have enlarged and enriched our program and have changed some of our ideas of what is the real meaning of a high school education. Nothing has brought out these changes and our needs for further changes more forcibly than the study we made of our school last year.

This study of Lanier was made along the lines of what is known as the *Evaluative Criteria*. This is a cooperative study of secondary school standards formulated by a committee composed of representatives

from the six regional associations of colleges and secondary schools. This work has been going on for the last fifteen years and the *Evaluative Criteria* is now in its sixth edition. At first this evaluation of individual schools was optional. A few years ago, we voluntarily undertook this study, but "bogged" down in the midst of it and gave up the project before we had gone very far into its many phases. Recently the Southern Association of Secondary Schools has made the study obligatory on every high school which wishes to remain a member of that association. Since this study had become a "must," we undertook it last year with the realization that there could be no backing out this time—that it was something we had to do for good old Lanier, and so we set about it with the determination to do a good job and I think we did.

I shall not go into all the details of the work we teachers at Lanier put upon this study—all the meetings, all the fights and disagreements, nor shall I more than mention the fact that one day we would be at each other's throats and the next day we would be all peace and harmony and filled with a better understanding and a deeper sympathy with each other's problems. I shall merely give you a brief outline of the set up of the study and discuss a few of our findings.

The whole faculty was divided into eleven committees, each committee to study a different phase of our program. To give you some idea of the exhaustive, and I may say exhausting, nature of this study I shall read from the table of contents of the *Evaluative Criteria, Sixth Edition, Eleventh Printing*, the many headings of the printed forms these committees had to complete:

1. Philosophy and Objectives
2. Pupil Population and School Community
3. Curriculum and Courses of Study
4. Pupil Activity Program
5. Library Service
6. Guidance Service
7. Instruction
8. Outcomes of the Educational Program
9. School Staff
10. School Plant
11. School Administration
12. Data for Individual Staff Members

This last form, known as "the dreaded Form M," had to be filled out by each faculty member. This Form M I believe was the hardest of all to complete. It required one to give a full account of one's educational and teaching experience, what one reads and what one thinks, and to grade one's self on every

phase of his teaching and the outcomes of his teaching. There were rather embarrassing questions asked too—all about one's intelligence, physical health, mental health, care in dress, self-control, poise, conversational ability, and tone of voice. The mere thought of the thing made me so conscious of my shortcomings that I began at this late date to try to make myself over. I began to speak in such a well modulated tone of voice that all my classes went to sleep and so did I.

After we had worked for months filling out these forms, discovering our strong points and weak points, we called in a visiting committee of twenty-five educators who spent three days with us, studying our findings, visiting our classes, talking with our students, and pointing out to us the same strong points and weak points that we had found for ourselves. With a very few exceptions, the visiting committee pointed out to us very little about our educational program that we did not already know. They offered few solutions to our many problems which could be solved without the expenditure of much more money than we ever hope to have. We were well aware of that fact also.

The phase of this study which has brought out more forcibly than anything else how our ideas of secondary education have changed in the last few years is the *Curriculum and Course of Study*. As I have said before, once we thought that secondary education was meant for only a few, only those of higher mental ability. Now we feel that a high school course of study should appeal to and benefit every child of high school age—children of every mental ability, of every social or economic status; should develop the child not only mentally, but physically, emotionally and socially. In other words, we feel that we should educate in some way every teen age child of the community and that we should develop the whole child, not just his mind. As a consequence of such thinking Lanier's Course of Study has broadened to such an extent that it now includes not only such subjects as cooking, sewing, manual training, physical education and music, subjects which fifty years ago were looked upon by some as unnecessary frills, but such things as bookkeeping, typing, stenography, salesmanship, office practice, diversified education, diversified occupations, commercial law, military training and many other things which years ago we thought should be taught either at home or in special schools. We have special courses in English for those who cannot take the regular English courses. We have special courses in mathematics for those who cannot master algebra and geometry.



In fact a child can now get a diploma from Lanier without algebra, without geometry, without any foreign language, without history (except for United States history), without science, without any of what was once considered high school English. This however is to be expected when we have a student body with I. Q.'s ranging from something like 60 to 138, and a range in reading level from fifth grade to senior in college, and when the holding ability of the school is one of the most important points upon which the value of its curriculum is judged. If too many of our students withdraw before graduation, we are severely criticized because we are not meeting the needs of the community. At the other end of the picture Lanier tries to offer a stimulating course of study for those students of higher I. Q. levels, those who can be benefited by the traditional high school course of study. We still have excellent courses in English, mathematics, history, science and foreign languages, yea even Latin. Lanier has always been considered an outstanding school in this type of work and we still try to keep our standards high. One of the main difficulties we are having now is in guiding the more capable students into these more difficult subjects. They are prone to follow the line of least resistance and take the easier courses. In our endeavor to stimulate, encourage and guide each student into the course of study which will best suit his needs we offer a variety of diplomas. Perhaps this is an unworthy incentive, but we feel that a child who has worked hard on the traditional English course, Latin, French, Spanish, science and history, deserves some kind of reward. We at Lanier now offer many different types of diploma, ranging from the Latin diploma to what we call the liberal diploma, the requirements for which are very liberal indeed. This policy is not at all in keeping with modern ideas and has brought upon us severe criticism. It has been recommended that we offer only one diploma, regardless of what subjects make up the required seventeen units—a recommendation which we have not yet seen fit to adopt.

This question of what is called the enriched course of study, and the fact that today one seems to look upon school as the place where the child gets not only an education of the traditional type, but gets training in family and social life, religion, morals and civic responsibilities, bring us into a phase of secondary education which has been developing rapidly the last few years—that of guidance. It is hard for me to explain exactly what guidance means. It includes advice on courses of study, vocational guidance, testing, case studies, and individual counseling on every phase of a

child's life, personal problems, family relationship, boy and girl relationship, dress, behavior, and almost everything one can imagine. In our study, we found this one of the weakest phases of our program, so we are devoting some time this year upon the study of guidance, trying to find means of strengthening our program. This, however, cannot be developed to its needed strength without more money, for we greatly need more people trained in this type of work. The few trained people we have are doing a good job at Lanier, but they are required to do some teaching in addition to their work in guidance and this leaves them not enough time to devote to this problem. We all try to assist in this work of guidance. Every teacher, worthy of the name of teacher, even though he may not be trained along the line of guidance, can give valuable assistance in certain phases of the work, yet in certain phases I fear an untrained person is apt to do more harm than good.

The modern idea that schools should develop the whole child and not confine itself to the mere development of the mind has brought into a prominent position another phase of the full high school curriculum, which in the last few years has grown by leaps and bounds—that of activities. The idea is that participation in student activities develops qualities of leadership, loyalty, respect, care of property, both private and public, helps to promote better cooperation, loyalty, and understanding between school, home and community. In fact one feels that participation in activities develops in the child the ability to take part in the life of the community and become a responsible worthwhile citizen. The idea is to furnish so many different kinds of activities, to organize such a variety of clubs that every child can find some club or organization in which he can take part. However, the result is not always what is to be desired, and we often find many children taking no part in activities; yet there are others who are so interested in so many different things that they join every club to which they are eligible. Some of the more capable students take such leading parts in so many activities that they often have little time left to devote to their regular studies. This practice brings to us teachers of regular academic subjects one of the greatest problems we have to face today. It presents to me an especially difficult problem, one which is about to drive me out of the teaching profession. As a rule my Latin classes are made up of the more capable students, naturally. They are students who have a great variety of interests, students who naturally take leading parts in these activities. Latin taught as I think Latin should be

taught requires more time spent upon preparation than the present-day child is willing to spend. Actually a child told me the other day that his studies were interfering with his activities. We could meet this situation to a certain extent by limiting the number of activities in which each child is allowed to participate and limiting the number of offices in such activities each child can hold, but as yet we at Lanier have done nothing along that line. My Vergil class presents a great problem every year. Since the senior Latin class has in it many active leaders it is hard to fit it into the schedule. It cannot come at the first period because work on the newspaper is done that period; it cannot come at the second period because the marching band practices that period; it cannot come at the third or fourth periods, because those periods are needed for laboratory science classes; it cannot come at the fifth period because Glee Club meets then; it cannot come at the sixth period because Student Council meets at that period. There aren't any more periods. This year we had to compromise and I have my Vergil class at the first period. That means that at least once a week I have to excuse from Latin Class the editor-in-chief or the business manager of the school newspaper, and sometimes both, to do newspaper work that has to be done the first period instead of the regular period which has been assigned to that work. My Vergil class has in it so many officers of so many clubs and organizations that all year I have been expecting some one to have the bright idea of organizing it into a kind of officers' club with breakfast meetings at the Whitley Hotel at least once a month. I can see myself relegated to an insignificant place at a side table eating eggs and bacon, while the president of the Presidents' Club presides at the head table, calling upon the various Club officers to make reports in regard to the activities of their respective clubs, then finally apologizing most politely to me for leaving no time for my part on the program, which was to be my rapid reading of the Vergil lesson, which they had had no time to prepare because of their having spent so much time the previous evening preparing their reports for this meeting.

Another period which brings teaching difficulties is the fourth period. There I have in a Cicero class a small group of very capable people. They are always having luncheon engagements. Day after day in the middle of the period, just as we have reached the heights of oratory to which only a Cicero or a Churchill can approach, Bill or Hall or Billy, or perhaps Bill and Hall and Billy take a glance at the clock, quietly get up and leave the room. I say nothing, and

try not to fly into a tirade and yell out along with Cicero, "O times O customs! What a state of affairs! Can I never teach through one uninterrupted period?" No. I must calm myself. They are only going to the Rotary Club to make a talk on combatting communism, representing their Hi-Y Club. Tomorrow they will go to the Kiwanis Club, the next day to some other Civic Club, and on and on through the week. Day after day I tell myself that their talking before Civic Clubs is of far greater value to these boys and girls than one half of one Cicero lesson. I am thoroughly convinced that the training they get from participation in all these activities is of untold value in assisting them to take an important part in the life of this community, state and nation. However, I sometimes wonder if we are training our students well enough in certain basic values—in the value of putting first things first, in sticking to one job until that job is well done. Are we giving them anything solid upon which to build or are we developing a people who are Jacks-of-all-trades and really good at none? Heaven knows our generation has certainly made a mess of things. Perhaps the training these children are getting through their activity programs will make better citizens, better leaders, better followers than we have been; and let us hope they can bring some order out of the chaos into which we have fallen. Granted that it does have value; and I really believe it has; yet as far as I am personally concerned it is causing me to find it increasingly difficult to teach by the only method which gives me any satisfaction. I feel frustrated at every turn. I find myself thinking, "I know I have something of value to give these children, but they do not want and have no time for what I can give and I have nothing else to give." Sometimes I feel that I should fold up my methods and quietly creep away, but I still love teaching, and am still finding a few who seem to want and can use to great value what I have to give.

Let us turn now to what to me are the more solid phases of our educational program at Lanier—that of library and instruction, one of which the visiting committee last Spring praised highly, the other was adversely criticized in no uncertain terms. It was our library that came in for unfavorable criticism and for that reason we have spent much time and thought this year upon the study of means and methods of improving our library facilities. Some of the criticism we feel was a bit unfair, some was on weak points of which we were fully aware, points which cannot be adequately strengthened until we find some means of acquiring more money for library purposes than we



now have. We manage to get together enough money to satisfy the requirements of the Southern Association, a stipulated sum which must be spent only upon books or audio-visual equipment, but we need much more money to replenish equipment and improve many aspects of the library service. We need, as well as books, more space for reading rooms, shelving, conference rooms, audio-visual equipment and many other things which are considered a vital part of a high school library. We need a larger library force. Our two trained librarians, with the help of student assistants, are doing an excellent job, but they do need more help.

One adverse criticism made by the library sub-committee of the visiting committee last Spring boils down to what I feel is a criticism of the teachers in general and the requirements of some of our courses of study as much, if not more, than a criticism of the library. This sub-committee expressed the feeling that there is not enough free, voluntary use of the library, that it is used very little by the students except for required reading, that we have too large a number of copies of certain classics and not enough modern books for boys and girls, that our reading requirements are too rigid, that we do not allow our students to make free choice of their reading materials. That criticism is no doubt in line with modern ideas, but all I have to say on the subject is that I am glad my father did not have such ideas when he gave me free access to certain shelves in his well stocked library, but strictly

forbade my wandering over to other shelves where the modern novels were kept, until I had formulated my taste for what is good in literature by the reading of works of classic writers.

The best of this report I have saved until last—that part of the report of the visiting committee which has to do with that phase of our high school program which I would rather hear praised than any of its other phases—our instructional program. The committee as a whole, every sub-committee, each individual member of that body of twenty-five educators praised very highly the excellent nature of the instruction which they witnessed as they went in and out of all the class rooms. Another thing which they noted as being of an outstanding nature was the happy, contented, friendly, cooperative spirit which they found among students and teachers alike. After all, good instruction is the thing that counts. That is what has made Lanier an outstanding high school all these years. What more can one wish for in a high school than good teaching and good learning in an atmosphere of happiness and contentment? May these qualities ever grow at Lanier and may we ever cling to what is good in those principles of secondary education for which Lanier has always stood, and at the same time may we enrich and enlarge our program so that we may serve in full measure, not a limited student body, but every boy and girl in our community regardless of his social, economic, or mental status.

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*The following study was made by two members of the Education Committee and will interest all alumnae who wonder how the leading women's colleges differ and in what ways they are alike.*

## Comparison of Seven Liberal Arts Colleges

Lucile Alexander '11 and Evangeline Papageorge '28

*(Agnes Scott, Bryn Mawr, Goucher, Mount Holyoke, Randolph-Macon Woman's College, Vassar and Wellesley)*

### *General Requirements:*

The minimum number of hours of total course work required for the B.A. degree is in essence the same for all seven colleges, except that Goucher has no course credits.

Goucher does not specify required number of "merit" hours or quality points for the degree. The 1951 Goucher catalog notes "a shift from the time-worn method of measuring college achievement by the

arithmetic of course credits to that of conceiving and measuring that achievement as progress in the attainment of eight fundamental objectives of mature, intelligent living."

### *Specific Requirements:*

*Bible or Religion:* Agnes Scott, Randolph-Macon, and Wellesley are the only ones specifically requiring a course in this subject.

*Freshman English:* Specific requirements in five of



the seven; Goucher and Vassar the two exceptions. Vassar strongly advises English in freshman year.

*Physical Education:* In all seven, although number of required hours varies.

*Speech:* Mount Holyoke and Wellesley alone require all incoming freshmen who do poorly on speech tests given upon admission to take remedial training in this subject. At Agnes Scott such training is recommended.

#### *Group Requirements:*

The same general pattern in all. Except for Vassar and Goucher, group requirements of other colleges fall essentially in the same three fields, although they may be placed under variously specified categories. The three fields are the humanities, the social sciences, and the natural sciences and mathematics.

The 1951 Goucher catalog, after stating eight broad objectives, adds: "any department, any course prepares for several of the eight objectives."

Bryn Mawr is the only one requiring a reading knowledge of two modern foreign languages.

Randolph-Macon specifies group requirements most rigidly.

However, Mount Holyoke permits fewest number of elective courses because of highest requirements for field of concentration.

Goucher and Vassar are the most liberal (see below).

#### *Field of Concentration:*

Mt. Holyoke requires from 54 to 72 quarter hours, at least 36 in the major subject and the rest in related hours as compared with the new requirement (1951 Catalog) for the Agnes Scott major: "not more than 57 quarter hours, which include the basic course and at least 9 related hours." This new plan leaves between 48 and 51 quarter hours of *unrestricted* electives, the equivalent of one full year's work.

Wellesley requires 36 to 45 quarter hours in the major department, not to exceed 63 in combination with related hours, as compared with Agnes Scott's maximum of 57, which was adopted in 1951 to avoid too early and too great specialization.

Agnes Scott, Goucher, Mount Holyoke, and Vassar have inter-departmental majors.

Vassar in addition permits a "pre-professional" major.

Agnes Scott was until recently the only one of the seven colleges which did not offer a major in philosophy. President Alston, an admirably trained philosopher, has offered for the last three years a course in philosophy which has been so popular that the number of students had to be limited. Dr. Alston has been

advised by executives at home and abroad to keep, as long as possible, this touch with students and with the teacher's point of view. He is keeping the course in philosophy of religion. In September Dr. Alston added to the philosophy faculty C. Benton Kline, honor graduate of Wooster College, B.D. and Th.M. of Princeton, and Ph.D. candidate of Yale, where he worked with Theodore M. Greene, whose teaching assistant he has been for two years. Agnes Scott now offers a philosophy major. Thus is bridged one of the long-felt gaps in our curriculum.

#### *Individualized Instruction:*

All seven colleges offer seminars or provide for individual "directed study" in certain fields.

All seven provide for some type of special honors work. Wellesley prescribes specifically a minimum number of hours of independent work for honors.

Vassar requires of all students some independent study in the individual field of specialization in connection with a comprehensive examination, a long paper, or a laboratory project.

Goucher and Mount Holyoke both provide for optional independent work in lieu of formal courses. At Goucher, "independent study under guidance" is strongly recommended. Mount Holyoke (1951 catalog): "At maximum, an honors program may be carried both junior and senior years; may be begun in the senior; may be dropped at the end of the junior year at the discretion of the department or student concerned. Work may be done in groups or individually. A maximum of 12 credit hours of honors work in the major department is required for the honors degree, awarded with 'highest honor,' 'high honor,' 'honor' or 'distinction' (if the honors program is not followed)."

#### *Comprehensive Examinations:*

Bryn Mawr, Goucher, and Wellesley require final comprehensive examinations in the major subject.

Beginning with the class of '53, Randolph-Macon will require in all departments comprehensive examinations in the major field.

#### *Study Clinic:*

Mount Holyoke offers a study clinic. The classes are organized in small groups and meet one hour each week. No assignments are made and no credit is allowed for the course.

Work similar to the study clinic is carried on at Agnes Scott with the help of Miss Dexter of the Psychology and Education Department. The Office of the Dean of Students, in close cooperation with Faculty advisers and instructors, helps students who need advice on study habits and organization of study

time, and discovers and sends to Miss Dexter those who need remedial reading.

#### *Flexibility of Curricula:*

The Goucher College curriculum is the most liberal and flexible. It is designed for the attainment of certain objectives on a broad cultural basis.

The "Related Studies Program" at Vassar and the plan of Mount Holyoke are also on a more individual basis than the conventional college curricula.

It is recommended that a detailed study of these three plans be made by the Education Committee at Agnes Scott.

#### *Natural Science:*

Mount Holyoke, Vassar, and Wellesley have the strongest departments in the natural sciences and provide for advanced work and research.

Bryn Mawr's plan for co-ordination in the teaching of the sciences offers special training to qualified students in such fields as biophysics, geophysics, and geochemistry. It is to be noticed that Bryn Mawr offers a degree beyond the A.B.

Through the functioning of the University Center, juniors and seniors at Agnes Scott may have courses at Emory for which they qualify.

As an epilogue to this comparison, we should like to present three recommendations for the consideration of the teaching staff of our college:

(1) That the bright, well-prepared entering students be offered the privilege of advancing themselves, by achievement tests, beyond the freshman level in required fields in which they feel they have superior preparation.

(2) That comprehensive examinations in the major field be gradually extended beyond the honor students to a larger percent of the student body.

(3) That, in addition to summer reading as a preface to honors work, increased emphasis be put upon the summer reading programs as now planned by several departments for the rising sophomores; that more of the departments cooperate in this plan in order to put the weight of the faculty behind an effort to enlist student interest in using the plan.

The study of catalogs, however rewarding, is not exciting and often, not illuminating—the details of the law tend, perhaps, to kill the spirit, a fact that explains, no doubt, why, to many of us who have known the honors program at Agnes Scott, it seems more alive than in some of the other colleges. As this program is completing its first decade, it is interesting to realize how it has progressed and prospered. As a more mature attitude has developed in the students invited to participate, apprehension of

the "testing time," especially of the "oral," is abating and the strain and tension of the work has lessened. The majority find independent work a thrilling experience. The success of honors students in graduate work attests the quality and value of the honors program. One of 1950's honor students in English did graduate work last year in philosophy, doing it, she says, without that hopeless feeling of being "lost"—she seemed to have "the know-how." The honors papers, typed, bound, filed in the McCain Library for anyone to read, compare favorably, in the opinion of the faculty guides, with master's theses, an opinion which seems to be borne out by the high rating of Agnes Scott honors students on the Graduate Record Examinations that must be taken for entrance to graduate schools.

Another recognition from the outside is the number of generous grants made to honors students in 1951: Two out of 41 grants made for the first time by the General Education Board to recruit into research and teaching the ablest graduating seniors of Southern colleges. These grants cover every kind of expense and pay, in addition, a subsistence stipend of \$1125. Three full tuition grants—two from Yale and one from Chicago; one partial tuition grant by the University of Pennsylvania. To a member of the '41 honors group, a Guggenheim grant to Elizabeth Stevenson to continue her creative writing, which was launched in 1950 when Macmillan published *The Crooked Corridor*. To a '49 honors student, a \$900 fellowship at Emory.

None of the pecuniary rewards are for the faculty members who guide the honors students, but they share equally in the exhilaration: "the quickening of spirit received from honors students; the delight of introducing to another mind the kind of scholarship the joy of which is in the quickened insight, not in some distant award of honors—phrases quoted from a talk by Ellen Douglass Leyburn at one of the fall honors dinners. "exhilarating occasions," she says, "where I have . . . the feeling of being a part of a community of mind and where I feel the very basis of our liberal curriculum so triumphantly vindicated . . . (where) I receive some of the beneficent effects of fullness from having pursued our separate studies, not *separately* but in the presence of other disciplines."

If we, as Agnes Scott alumnae, are to carry on our liberal heritage, we must be alert to the fads that threaten liberal education. Speaking recently before a meeting of the Council of Guidance and Personal Associations, Inc., on the agitation for a specialized



curriculum for women, Judge Lucy S. Howarth, assistant general counsel of the War Claims Commission, warned that "Higher education for women is threatened from three directions: agitation for a special curriculum for women, diminishing interest in graduate study, and 'quickie' courses that prepare girls for technical and sub-professional jobs."

Everywhere in the Southeast there are Agnes Scott alumnae who are influential in their communities, who hold important offices in church, school and civic affairs and who can make their influence felt. As college women they want their children prepared to get a college education. It is quite true that public schools exist to serve their communities; it is also true that 80 percent of their pupils do not go to college, and it is only fair that they should have the kind of training that fits them best for the job they choose. But is it fair that the 20 percent who go to college and to whom we must look for future leadership should be unable to get their preparation in tax-supported schools? Does your community high school prepare for entrance to a good college?

What happened last year in the Denver school sys-

tem shows what can be done by aroused citizens. Denver had been proud of its remarkable job of keeping young folks in school by refusing to give them a "sling-shot education in a hydrogen bomb age" and by offering them instead up-to-date classes in "general education" which fit for any job from driving to family living and health. Denver had been proud of all this until one day the protests of Denver parents that "their well-adjusted children did not read and write well enough" inspired the superintendent to prove the worth of his program by giving tests to a large number of his students. The result was a decision to require double the number of hours of English, ten more of math, ten of U. S. history. As for the required classes in "general education," the students can now take or leave them alone.

Let's keep ourselves informed of the various efforts—honest efforts all of them—to solve the problem of education in the present crisis.

Let us adapt to our community's educational problem Raymond Swing's broadcasting slogan during the last war: Only an informed community is an interested community.



STEFFEN THOMAS' RECENT WORK—*These are two views of the Alabama Memorial carved by Steffen Thomas for Vicksburg National Military Park. Mr. Thomas, who did the bust of Dean Nannette Hopkins now in the McCain Library, is the husband of Sara Douglass Thomas '29 and a noted sculptor. This monument, representing the Spirit of Alabama and the death stand of Alabama troops at Vicksburg in 1863, was sponsored by the Alabama division of the United Daughters of the Confederacy and erected by the state, at a cost of \$150,000.*



*In the Phi Beta Kappa address last year, Professor Robinson developed a point which undoubtedly has escaped many of us in our musings on education. Here is the main body of his brief talk.*

## Numerical Illiteracy

Henry A. Robinson  
*Professor of Mathematics*

At the turn of the century, H. G. Wells prophesied in his *Mankind in the Making*: "The time may not be very remote when it will be understood that for complete initiation of an efficient citizen . . . it is necessary to be able to compute, to think in averages and in maxima and minima, as it is necessary to be able to read and to write." To a very striking degree American culture has become a mathematical culture. Yet for many, mathematics is a dead language. I have met many a college graduate who asserted with pride that she simply did not have a head for figures. This she seemed to think a very pleasing idiosyncrasy which reflected some special virtue upon herself. This superstition that some brilliant people are incapable of quantitative thinking has long since been proved false. So long as one maintains she has inherited a mind allergic to figures she develops within herself an excuse to escape from mental concentration and patient labor without which there is no real understanding in any area of learning. Too many turn pages hastily when they see computation and tabular matter, claiming smugly, "we are deeply interested in this or that area, but mathematically we are quite illiterate." Such atrophy is pathetic. They invent an elaborate ritual to conceal the fact that they are mentally lazy or that they cannot read printed instructions and make simple computations.

Phi Beta Kappa is concerned with more than verbal

literacy. The 1951 citizen must be also numerically literate. She must be able to grasp not only qualitative relationships, but also quantitative, if she is to conduct her professional and personal affairs successfully. The dullest person who may never have heard of statistics is affected in a very intimate way by the gyration of those indices which describe the rising cost of living. Our legislators debate matters in which it is impossible to reach a sound decision without proper weighing of numerical evidence. The modern advertiser quotes figures at us constantly in an effort to persuade us to turn to his products, and the great American public blindly accepts his data in the naive belief that any statistical argument is incontrovertible. Even on the most elementary levels it is impossible to understand psychology, sociology, economics, finance and physical science without some general idea of variation, the meaning of averages, index numbers, sampling, and the interpretation of simple formulas, charts and tables. I would not undervalue the study of the humanities and the social and natural sciences, but in this technological age, I would urge that we have no right to be numerically illiterate. May I close with the words of the probabilist, Francis Galton, who tells us that mathematics and statistics are "the only tools by which an opening can be cut through the formidable thicket of difficulties that bars the path of those who pursue the Science of Man."

In addition to teaching more than 20,000 class hours in 1951, the Agnes Scott faculty managed to make the year a rich one in academic achievement outside of the classroom. Leadership in professional organizations, appearance in scholarly publications, the pursuit of research and study, and summer service on the faculties of other institutions: these enterprises carried the names of Agnes Scott teachers beyond the campus boundaries and brought credit to the College and to them. The Quarterly, which tries to keep alumnae posted on faculty doings, presents here such news as it has been able to extract from a notably modest group.

MELISSA A. CILLEY, assistant professor of Spanish, presided over the Portuguese section of the South Atlantic Modern Language Association (more familiarly known as SAMLA) when it met with Agnes Scott and Emory as hosts in November. She has been asked to present a research paper on contemporary Spanish literature at the annual University of Kentucky Modern Language Convention this spring.

DR. EMILY S. DEXTER, associate professor of philosophy and education, is president-elect of the Georgia Psychological Association and chairman of the elections committee of the International Council of Women Psychologists. She taught last summer at Alabama College.

DR. FLORENE DUNSTAN, assistant professor of Spanish, continued her dual career as scholar and doctor's wife, with a paper read before the University Center Language Association in October and a talk for the Woman's Auxiliary to the Southern Medical Association in Texas the next month. Both presentations, entirely different one from the other as the nature of the audiences would suggest, came out of a visit to Latin America in 1950. Last summer she did research on a Carnegie grant in Spain—six weeks' work on two modern writers.

DR. W. JOE FRIERSON, professor of chemistry, is chairman of the Georgia section of the American Chemical Society this year. The journal *Analytical Chemistry* carried an article by him in October—"Radioactive Tracers in Paper Partition Chromatog-

raphy of Inorganic Ions." Last summer he did research at Oak Ridge.

DR. PAUL GARBER, professor of Bible, took a five-week trip in December and January to Palestine and other points in the Near East, stopping briefly in Europe on the way back. He looked up Agnes Scott alumnae wherever he could and by chance met Dr. Arthur Raper, former professor of sociology and economics at Agnes Scott, at a hotel desk. The two had never met, but Dr. Garber recognized Dr. Raper's name as he asked for his mail.

OCTAVIA GARLINGTON, assistant in biology, attended a summer school at the University of South Carolina and became a resident of that state when her family moved up from the Canal Zone.

DR. MURIEL HARN, professor of German and Spanish, was appointed chairman of SAMLA's executive committee at the meeting in November.

MARIE HUPER, assistant professor of art, taught in Canada last summer and was member of an art panel for the Virginia Highlands Festival of Arts and Crafts.

DR. EMMA MAY LANEY was elected president of the Atlanta English Club, the local chapter of the National Council of English Teachers, in December.

HARRIETTE HAYNES LAPP, assistant professor of physical education, enjoyed teaching a large number of children to swim last summer—some of them the off-spring of Agnes Scott alumnae.

DR. ELLEN DOUGLASS LEYBURN published an article, "Swift's View of the Dutch," in PMLA (Publications of the Modern Language Association) in September, and read a paper, "Satiric Allegory in Animal Stories," at the SAMLA meeting in November. At Christmas she enjoyed a week of theatergoing in New York, where she was lucky enough to see the Oliviers in the two Cleopatra plays.

MICHAEL McDOWELL, professor of music, and IRENE LEFTWICH HARRIS, instructor in piano, gave several two-piano concerts last year, including one at the University of Georgia and the opener of the Emory summer concert series.

DR. MILDRED R. MELL, professor of economics and sociology, is first vice-president of the Southern Sociological Society and chairman of the committee on arrangements for the annual conference in Atlanta in March.

DR. MARGARET PHYTHIAN, professor of French, is vice-president of the University Center Language Association this year. Her present research field is the modern French novel. Last summer she attended the Middlebury French School for six weeks.

DR. WALTER B. POSEY, professor of history and political science, spent the first half of last summer teaching at Emory and the second half on a study of the Baptist Church in the Lower Mississippi Valley—on which about half of the writing has been completed. Next summer he will teach at the University of West Virginia and at Emory.

DR. CATHERINE SIMS, associate professor of history and political science, had an article, "Policies in Parliaments," in the November issue of the *Huntington Library Quarterly*, and another, on L. B. Namier, in *Some Modern Historians of Britain*, published by the Dryden Press in 1951. At the annual meeting of the American Historical Association in December she was on the program as a commentator on a paper, "Contemporary History: Its Validity," given by Professor E. L. Woodward of Oxford University. She has been re-elected vice-president of the Atlanta Y.W.C.A. and is secretary of the board of the Visiting Nurse Association of Atlanta. Always in demand as

a speaker, she has made talks before a number of groups including several Agnes Scott clubs. In January she made an address to the A.A.U.W. of Birmingham and talked informally to the Birmingham alumnae at luncheon.

DR. ANNA GREENE SMITH, associate professor of economics and sociology, read a paper on the Southern town at the Southern Sociological Society's meeting in Atlanta last year. She served on the association's committee for research in 1951 and is now on the publication committee. She was recently elected secretary of the DeKalb County Community Council for 1952-53.

PIERRE THOMAS, acting assistant professor of French, taught last summer as director of aural practice at Middlebury and in the fall read a paper, "Aural Work and the Teaching of French," before the Georgia chapter of the American Association of Teachers of French.

FERDINAND WARREN, visiting professor of art, was the subject of an article in the February issue of *The American Artist*. Written by Lamar Dodd, the piece was highly favorable and identified Mr. Warren as "one of America's well-known painters."

ROBERTA WINTER, assistant professor of speech, spent much of the summer working on her doctoral thesis. "A Coordinated Speech and Drama Department for the University Center in Georgia."



# Class News

## DEATHS

### Institute

The Office has received news of the death of Sadie McCalla Peek in 1951.

#### 1911

Jane Mitchell Gwinn Traynham died Oct. 17.

Mary Radford lost her father in the fall.

#### 1923

Margaret Turner Twitty died Oct. 14. She is survived by her husband and two sons, Tom, Jr., and Durward.

#### 1928

Dorothy Coleman Cohen lost her husband in the fall.

#### 1931

Elizabeth Woolfolk Moyer's mother died Dec. 5.

#### 1932

Mrs. Elijah Brown, mother of Penelope Brown Barnett, died Nov. 17.

#### 1939

Lucy Hill Doty Davis lost her husband Oct. 23.

#### 1950

Mary Foster ("Robin") Robinson died early in January at Emory University Hospital, of spinal meningitis.

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## Alma Mater Project

The 1951-52 chapter of Mortar Board, like a number of student organizations in previous years, is investigating the possibility of a new Alma Mater for Agnes Scott. The chapter is asking that students, faculty and alumnae submit songs to Catherine Crowe, president of the chapter, by March 1 if possible. If the chapter judges one of the submissions to be more suitable than the present Alma Mater, it will propose a change to students and alumnae later in the spring.

## Fall Quarterly Late?

Several alumnae wrote late in December that their Fall Quarterly had not arrived, then a few days later wrote that it had. The Quarterly was mailed in the first week of December. Apparently the Christmas rush delayed it, though a special effort was made to get it into the mails before the rush reached its height.

## Founder's Day

If you haven't been notified of a Founder's Day meeting in your community, and if there are other alumnae there, you may organize the meeting yourself. Just ask the Alumnae Office for a file of the alumnae in your locality and for Founder's Day meeting material.

## Campus Events

Feb. 9: *The Tempest*, presented by the London Repertory Company in Presser Hall at 8:00 p.m. Tickets \$1.55 inc. tax.

Feb. 11: Elton Trueblood, noted religious philosopher, will speak on "An Affirmative Answer to Communism" in Presser at 8:30 p.m. No charge.

Feb. 18: Organ concert by Raymond Martin, associate professor of music. Presser, 8:00 p.m., no charge.

Feb. 26: *The Sleeping Beauty*, Tschaikowsky's ballet presented by the Agnes Scott Dance Group with the Glee Club. Presser, 8:15 p.m. Tickets 60c inc. tax.

Plan Now for Reunion May 31:

	1899	1918	1932	1937	1951
	1900	1919		1938	
<i>Classes of</i>	1901	1920		1939	
	1902	1921		1940	



The

# AGNES SCOTT

Alumnae Quarterly

Spring 1952



**THE  
ALUMNAE ASSOCIATION  
OF  
AGNES SCOTT COLLEGE**

**Officers**

CATHERINE BAKER MATTHEWS '32  
*President*  
JEAN BAILEY OWEN '39  
*Vice-President*  
FRANCES THATCHER MOSES '17  
*Vice-President*  
DOROTHY HOLLORAN ADDISON '43  
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BETTY MEDLOCK '42  
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**Trustees**

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*Nominations*  
SARA CARTER MASSEE '29  
*Special Events*  
FRANCES RADFORD MAULDIN '43  
*Vocational Guidance*  
MARY WALLACE KIRK '11  
*Education*  
ELAINE STUBBS MITCHELL '41  
*Publications*  
CARY WHEELER BOWERS '39  
*Class Officers*  
JULIA PRATT SMITH SLACK EX '12  
*House*  
LAURIE BELLE STUBBS JOHNS '22  
*Grounds*  
MARY McDONALD SLEDD '34  
*Entertainment*

**Staff**

ELEANOR N. HUTCHENS '40  
*Director of Alumnae Affairs*  
ELOISE HARDEMAN KETCHIN  
*House Manager*  
MARTHA WEAKLEY '51  
*Office Assistant*

**Member  
American Alumni Council**

**The  
AGNES SCOTT  
Alumnae Quarterly**

Agnes Scott College, Decatur, Georgia

Volume 30                      Number 3  
Spring 1952

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COVER—*The main entrance of the John Bulow Campbell Science Hall, newest and largest building on the campus. It has been a busy place this year, even aside from classes and labs. For an account of its use as a meeting place for national, regional and state scientific organizations, see Page Four.*

ELEANOR N. HUTCHENS '40, EDITOR

The Agnes Scott Alumnae Quarterly is published four times a year (November, February, April and July) by the Alumnae Association of Agnes Scott College at Decatur, Georgia. Contributors to the Alumnae Fund receive the magazine. Yearly subscription, \$2.00. Single copy, 50 cents. Entered as second-class matter at the Post Office of Decatur, Georgia, under Act of August 24, 1912.

# This is Your Invitation

## To Commencement 1952

### RESERVATIONS

(must reach Alumnae Office by May 23)

Name \_\_\_\_\_ Class \_\_\_\_\_

Reservations desired:

- ☐ Dormitory room from \_\_\_\_\_ to \_\_\_\_\_,  
with \_\_\_\_\_ as roommate

(Rooms available May 30 to June 2)

- ☐ Linen (sheets, pillowcase, towels; bring a blanket with you if the weather is cold)
- ☐ A place at the Alumnae Luncheon† (also circle \$1.00 below)
- ☐ Meal tickets for the following meals in the Dining Hall:

(Circle prices of meals desired) \*

	<i>Friday</i>	<i>Saturday</i>	<i>Sunday</i>	<i>Monday</i>
Breakfast	52c	52c	52c	52c
Lunch	77c	\$1.00	\$1.29	77c
Dinner	\$1.03	\$1.03	52c	

\* Prices include state sales tax.

Check enclosed for \$ \_\_\_\_\_

(Luncheon \$1, linen \$1, Dining Hall meals as shown, no charge for other events, nor for dormitory room. Please send check in full and call at Alumnae House on arrival for your tickets. Money refundable if cancellation reaches Office by May 29. *Reservation* must be in Office by May 23; please do not ask after that date.)

† Reservations must be made by members of Reunion and non-reunion classes alike.



# OFFICIAL BALLOT

Alumnae Association of Agnes Scott College

*If you will not be present at the Annual Meeting on May 31, please vote on this form and return it to the Alumnae Office before that date.*

*The Nominating Committee submits the names listed below for the offices indicated. Each office carries a two-year term on the Executive Board of the Alumnae Association. Either check the name given or write in your own choice for each office.*

PRESIDENT	<input type="checkbox"/> Jean Bailey Owen	'39
	<input type="checkbox"/> -----	
VICE-PRESIDENT	<input type="checkbox"/> Florence Brinkley	'14
	<input type="checkbox"/> -----	
VICE-PRESIDENT (unexpired term)	<input type="checkbox"/> Mary Warren Read	'29
	<input type="checkbox"/> -----	
SECRETARY	<input type="checkbox"/> Betty Jeanne Ellison Candler	'49
	<input type="checkbox"/> -----	
SPECIAL EVENTS CHAIRMAN	<input type="checkbox"/> Dorothy Cremin Read	'42
	<input type="checkbox"/> -----	
VOCATIONAL GUIDANCE CHAIRMAN	<input type="checkbox"/> Edwina Davis Christian	'46
	<input type="checkbox"/> -----	
PUBLICATIONS CHAIRMAN	<input type="checkbox"/> Elaine Stubbs Mitchell	'41
	<input type="checkbox"/> -----	
CLASS COUNCIL CHAIRMAN	<input type="checkbox"/> Betty Jean Radford Moeller	'47
	<input type="checkbox"/> -----	
ENTERTAINMENT CHAIRMAN	<input type="checkbox"/> Clara M. Allen Reinero	'23
	<input type="checkbox"/> -----	

These are the offices designated to be filled in even years, with the addition of a vice-president to replace Mrs. Owen, who was elected last year. Other offices were filled in the 1951 election and will fall vacant again in 1953. Mrs. Owen has had several years' consecutive experience on the Board, as Special Events Chairman, as president of the Atlanta Agnes Scott Club, and as Vice-President for Clubs. Dr. Brinkley, dean of the Woman's College of Duke University, is one of Agnes Scott's most distinguished alumnae and is listed in *Who's Who in America* for her achievements as an English scholar. She has maintained close ties with Agnes Scott through the Alumnae Association and her leadership in the Durham alumnae group. Mrs. Read (Mary Warren), outstanding in Atlanta civic affairs, is a former member of the Board and has worked for years in the Atlanta Agnes Scott Club. Mrs. Candler since her graduation has become a valuable member of the Decatur Agnes Scott Club. Mrs. Read (Dorothy Cremin) is a successful feature writer for *The Atlanta Journal* and has served for the last two years on the Vocational Guidance Committee, making the keynote chapel address in 1951 and as vice-chairman organizing the career conferences in 1952. Mrs. Christian, whose bylines also appear often in *The Journal*, has been continuously interested in the College and the Association and has been active in the Junior Agnes Scott Club. Mrs. Mitchell, a former editor of *The Agnes Scott News*, has served as Publications Chairman since 1950. Mrs. Moeller, as president of '47, has been outstanding in Class Council work and in 1948-49 was Campaign Chairman for the Junior Agnes Scott Club. Mrs. Reinero, whose daughter is a sophomore at Agnes Scott, is active in the Decatur Agnes Scott Club and took a leading part in planning the tea held by the club for prospective students this year. Catherine Baker Matthews '32 becomes a Trustee of the College as immediate past president of the Association; Frances Winship Walters, Inst., the other Alumnae Trustee, was reelected to a two-year term last year and is now vice-chairman of the Board of Trustees. Under new By-Laws adopted at the Annual Meeting last year, Hallie Smith Walker ex-'16 becomes chairman of the House Committee as its senior member.

## THE NOMINATING COMMITTEE

Fannie G. Mayson Donaldson '12, Chairman

Lucile Alexander '11

Martha Crowe Eddins '27

## PROGRAM

May 31 - June 2

SATURDAY: 11:30 A.M. Class Officers' Council meeting in the Alumnae House. All class officers expected.

1:00 P.M. Luncheon for seniors and active\* members of the Alumnae Association in the Letitia Pate Evans Dining Hall. Class Reunions. By reservation only.†

Immediately afterward: Annual meeting of the Alumnae Association, open to all active\* members.

4:30 P.M. Class Day.

8:30 P.M. Speech Program in Presser Hall.

Immediately afterward: Senior book burning.

SUNDAY: 11:00 A.M. The Baccalaureate Service in Presser Hall. Speaker: Dr. W. Taliaferro Thompson, Union Theological Seminary, Richmond, Va.

5:00 P.M. Senior Vespers in Presser Hall.

6:30 P.M. Coffee for Faculty, Seniors and their guests at the President's house.

MONDAY: 10:00 A.M. Commencement in Presser Hall. Speaker: Dean Rusk, president-elect of the Rockefeller Foundation, New York.

Fill out, detach and mail the reservation form on Page One if you are coming for Commencement Weekend or for any of the events for which reservations are indicated. If you are not to be present at the Annual Meeting, vote for Alumnae Association officers on the opposite page. Reservations must reach the Alumnae Office by May 23: *please do not ask the Office to take your reservation after that date*. This deadline is necessary because the College dietitians must place advance food orders. Ballots must reach the Office before the day of the Annual Meeting.

\* All recipients of this Quarterly, including you, are active members. But please remember, when making plans with friends, that *they* may be inactive and therefore ineligible to attend the Luncheon and the Annual Meeting.

† See reservation form on Page One.

# Of Current Interest

## Scientists on Campus

Four important scientific meetings have convened at Agnes Scott's impressive new John Bulow Campbell Science Hall this year. The national convention of Chi Beta Phi, student scientific society, was held there, with about 20 colleges and universities represented. Three hundred mathematicians gathered for the annual meeting of the southeastern section, Mathematical Association of America. The Association of Southeastern Biologists and the Georgia Academy of Science met there on the same weekend, and meeting with them were the southeastern section of the Botanical Society of America and the Southern Appalachian Botanical Club. In addition, the Science Hall has been the place for lectures on atomic energy, anthropology and biology by visiting experts.

\* \* \*

## Granddaughters

Daughters of two alumnae were among 12 seniors elected to Phi Beta Kappa this spring: Ruth Heard, daughter of Nell Caldwell Heard ex-'20, and Kathleen Simmons, daughter of Eunice Kell Simmons '25. Sarah Crewe Hamilton, a junior, daughter of Leone Bowers Hamilton '26, was elected editor of next year's *Silhouette*.

\* \* \*

## Having Your Say

An alumna hopes all her fellow Agnes Scotters read a recent article proving that the ordinary voter *can* help determine the selection of his party's presidential nominee. The procedure is simple: (1) Find out how your party in your state chooses its delegates to the national convention and (2) support your candidate through this method, whether it be primary, caucus or convention. Form or join a club in his support. Through this club you can make your weight felt by the party politicians and also can get publicity for your candidate. (The article, by William Hard, appeared in the February Reader's Digest.)

\* \* \*

## Found Any Folksongs?

Louise Brown Smith '37 (Mrs. Hamilton, Jr.), 1 Sylvan Lane, Old Greenwich, Conn., is interested in collecting the words and music of genuine folksongs, especially those of the Southern mountain areas, which alumnae may run into. Can anyone supply her?

[4]

## Books From Germany

Ursula Mayer von Tessin, special student from Germany in 1937-38, is making a handsome and continuous contribution to the McCain Library Fund. The exportation of money being prohibited, she wrote the Alumnae Office last spring and offered to send any German books the Library would like to have. Dr. Muriel Harn, professor of German, and Mrs. N. E. Byers, librarian, immediately went into consultation and produced a long list of titles which the library has needed for some time but which either have been unobtainable from this country or have defied the budget. Ursula has sent the 11 volumes of the *Deutsche Literatur* series on the list and is now in search of the other wanted items.

\* \* \*

## Trueblood Series Notable

Dr. Elton Trueblood, noted religious writer and philosopher, was Religious Emphasis Week speaker at the College in February. The series conducted by him was one of the most successful in campus memory, and the general public flocked in to hear him.

\* \* \*

## Do You Know This?

An alumna has written the Office with a special request that "others who are as dumb as I am" be informed that active membership in the Association expires each year on June 30, not December 31. She said she had been sending in her contribution each year in February, inspired by Founder's Day, and wondering why The Quarterly stopped coming after only a few months. The Fund appeals in June, July, *et seq.* she "blithely threw away," thinking they couldn't mean her. "So if there is any tactful way you can let them know next July that you do mean them," she suggests that it be done. This helpful piece of advice will certainly be followed, come July. Is there any other misconception in connection with the Fund which ought to be cleared up at the same time?

\* \* \*

## May Day on 10th

Has everybody noticed that May Day and Senior Opera are scheduled a week late this year—on May 10? It's because Metropolitan Opera will be in Atlanta on the first Saturday in May, the traditional date for the Agnes Scott festivals.



## Five Books in Press

Five books by Agnes Scott faculty members are in the press just now. They will be announced in The Quarterly as they appear.

Alumnae are appearing more and more frequently on publication lists too; witness the Class News items about Annie Louise Harrison Waterman of the Institute and Marie Johnson Fort of the Academy. And *A Man Called Peter*, by Catherine Wood Marshall '36, is still on the best-seller lists months after publication.

\* \* \*

## Alumnae Art Show

Leone Bowers Hamilton '26, Peggy VanHook Swayze ex-'47, and Margaret Johnson Via ex-'48 are exhibiting oil paintings this month in Agnes Scott's Buttrick galleries, under the sponsorship of the Department of Art.

\* \* \*

Miss Mary Louise Cady, a member of the Agnes Scott faculty from 1907 to 1918, died March 9 in Oakland, Calif. She had been retired since 1941, having been until that year director of the San Francisco YWCA.

Miss Cady taught history and Greek at Agnes Scott and became professor of history before leaving the faculty in 1918 to enter YWCA work. She directed student dramatics at the College and was a popular campus figure. Her academic background included a degree from Radcliffe and study at

MISS  
CADY

Bryn Mawr and the University of Berlin.

Florence Smith Sims '13 read of Miss Cady's death in the San Francisco papers and forwarded the news to Agnes Scott with a gift of \$100.00 to be used in her memory. Other alumnae who would like to pay tribute to Miss Cady are invited to add to the Fund. Its exact designation and use have not been decided.

---

## Miss Jackson Passes After Long Illness

Dr. Elizabeth Fuller Jackson, associate professor of history, died February 27 at Emory Hospital after a long illness.

Although she had been ill for more than a year, Dr. Jackson taught her classes at Agnes Scott until

the end of the first quarter of the current year, in mid-December. She is survived by four cousins: Mrs. George Buck, Crown Point, N. Y.; Mrs. George Phelps, Woodstock, Vt.; Mrs. Arthur Doubleday, Boston, Mass., and E. S. Fuller, also of Boston. Her mother, an invalid, who lived with her at 354 S. McDonough St., Decatur, died February 2.

Funeral services were held in Gaines Chapel, Agnes Scott, on the afternoon of February 29. The Rev. Harry Tisdale, rector of the Holy Trinity Episcopal Church in Decatur, and President Wallace Alston of Agnes Scott officiated. Burial was in South Weymouth, Mass.

A member of the Agnes Scott faculty since 1923, Dr. Jackson was best known on campus for her courses in Modern Russia and in the history of England. The 1934 Silhouette dedication paid tribute to the breadth of her teaching, with its emphasis on cultural as well as political and social history. She was a 1913 graduate of Wellesley College and held the M.A. and the Ph.D. from the University of Pennsylvania.

For ten years, 1935-1945, she was a regional vice-president of the American Association of University Women, in charge of the South Atlantic section. The Georgia fellowship offered by the A.A.U.W. is named in her honor. In 1945 the Florida division of the A.A.U.W. passed the following resolution:

"Whereas, Dr. Elizabeth Jackson has served untiringly and with outstanding leadership as Regional Vice-President of the South Atlantic Section of A.A.U.W. for ten years, and whereas, she has served as a source of inspiration and encouragement to all members of A.A.U.W. within her jurisdiction, and Whereas, she has distinguished herself in educational pursuits, a field preeminently sponsored by A.A.U.W., by serving as Professor of History at Agnes Scott College in Decatur, Georgia, and Whereas, her charming and distinguished personality has left an indelible impression upon the minds of those who know her and who have worked with her in A.A.U.W., be it resolved that the Florida Division of A.A.U.W. extend deep appreciation to Dr. Jackson."

Dr. Jackson was a native of Lynn, Mass., and taught four years at Russell Sage College, Troy, N. Y., before coming to Agnes Scott. She was a member of Holy Trinity Episcopal Church in Decatur.

---

## Gift to House

The Class of 1934 presented \$22.70 to the Alumnae House this year from its treasury. Gifts of classes, clubs, etc., make possible any improvement in the House or the Garden; rentals must maintain them and do not allow for capital expenditures for new furnishings or redecoration. The Alumnae Fund goes to the work of the Association in behalf of the College. See Club News in next Quarterly for several wonderful gifts.



FOUNDER'S DAY IN NASHVILLE—One of the many meetings over the nation. The Quarterly could use other pictures like this!

*Clockwise around the table, beginning at left foreground: Ella Blanton Smith Hayes '25, Lillian Virginia Moore Rice '23, Mary Ogden Bryan '51, Betty Wood Smith '49, Elizabeth Moore Weaver '37, Louise Cawthan '32, Edna Elizabeth Dodd Simmons '33, Cornelia Stuckey Walker '42, Anna Marie Landress Cate '12, India Jones Mizell '21, Shannon Preston Cumming '30.*

—Photograph by The Nashville Tennessean.

## Founders Day, Coast to Coast

Founder's Day, 1952, was celebrated by alumnae from Los Angeles to Baltimore and from Chicago to Tampa, according to reports received by the time this issue of *The Quarterly* went to press. The Founder's Day radio program had its biggest year, thanks to the enterprise of club presidents: the 15-minute discussion of Education for Women was broadcast over 11 stations in seven states. This unexcelled publicity for Agnes Scott—and liberal education—was obtained by alumnae presidents and chairmen in Anderson, Baton Rouge, Birmingham, Charlotte, Chattanooga, Columbus, Greensboro, Greenville, Hampton and Richmond, and by the Association's Special Events

chairman in Atlanta. New Orleans was thwarted only by an accident to the record.

A still undetermined number of other determined alumnae organized meetings, with excellent newspaper publicity attending them, and proposed projects for the coming year: work with prospective students, personal solicitation of alumnae in their communities for the Alumnae Fund, money-raising efforts for scholarships or the improvement of the Alumnae House.

So varied and important has become the work of the clubs that a Club Editor for *The Quarterly* has been appointed by the Publications Chairman and the Vice-President for Clubs. Anne Ansley Sanders, ex-'40, hopes to give a full report of 1951-52 club doings in the next issue of *The Quarterly*. Meanwhile, all new presidents and chairmen reported so far are listed as usual on the inside of the back cover.

### CLUB NEWS

Geraldine Le May, now back in this country as head of the Savannah Public Library, was asked to write this article for the Education issue of The Quarterly. It gives a definite picture of our effort to give the truth about the United States to friendly nations.

## 'A Full and Fair Picture'

Geraldine Le May '29

"We must make ourselves heard around the world in a great Campaign of Truth," President Truman said. The Department of State's information and educational exchange program is designed to present a true picture of Americans and the United States to the peoples in many different foreign countries in our efforts to build better understanding as the basis for enduring world peace. The 145 United States Information Centers located in 59 foreign countries play a vital role in this worldwide operation.

Australia is served by two of these Centers, located in Melbourne and Sydney. The characters and program services of the different Information Centers vary greatly according to their geographic location and nationality backgrounds of the people and their particular interests and needs. Yet, each Center is dedicated to the basic purpose of supplying informational and educational services about the United States, our government and what it stands for, and about Americans as a people and how they built this great

nation founded upon the principles of freedom and democracy.

The Information Centers have often been referred to as "the show windows of the United States." Each serves as a focal point from which radiate truth and factual information about the United States. Each Center carries on basic activities such as the "open shelf" American library, where visitors are invited to come in and browse over the books, including scientific, technical, educational and general subjects and some American periodicals. The number of books in a Center may vary from 500 to 50,000 according to the size of the city or area it serves; the Melbourne Library has a collection of approximately 6,000 books. Each Center provides reference and other library services and carries on cultural programs such as lectures, music programs, concerts and film shows.

Since all the U. S. Information Centers are devoted to the same basic purpose and carry on similar activities, a description of one gives a fairly accurate rep-



*As an active alumna, you are entitled to stay at the Alumnae House for \$2.00 a night—\$3.00 in the 1917 Tulip Room with private bath. Just write Mrs. Eloise Ketchin, the hostess, several days in advance, giving her time to reply in case the House should be full for the date you wish to come. Since Mrs. Ketchin is the only person on duty at the House, and since she must go out at times, she will be grateful if you will let her know what time of day or night you intend to arrive.*

*Incidentally, the House is filled up for May Day weekend and for Commencement. Commencement room reservations for 1953 are being made now!*

*Rooms will be rented to alumnae this summer at \$40.00 a month, since there is hardly any demand for overnight accommodations when the College is not in session. The Tulip Room will be held open for transient guests except when the hostess is away on vacation.*



resentation of an Information Center's operation. The one I have chosen to describe in this article is, of course, the one I know best—the U. S. Information Center in Melbourne, of which I was director for nearly two very happy, very strenuous, very rewarding years.

The service area of the Information Center in Melbourne is quite extensive—all of Australia except Queensland and New South Wales. It is a very long sweep from Melbourne in Victoria out to Sandy Gully in Western Australia and from the tip of Tasmania up to the islands north of Darwin. Nevertheless, this is the area which the Melbourne Information Center tries to serve.

Service to users in Melbourne itself is relatively easy, although we cannot claim as yet to have reached out to all of Melbourne's million odd inhabitants. The Center is, however, accessible to Melbournians and they can and many of them do, drop in to the Library with their questions about the United States or into the Cultural Office to borrow films. And, if a visit is not possible or information must be obtained in the shortest possible time, the telephone makes the Information Service readily available.

Reaching people outside of Melbourne is a somewhat greater problem to solve, but service is being given throughout the very large service area in a number of different ways. The Library carries on a busy reference query service by mail, and some of the most interesting and most time-consuming queries come in letters. Other ways in which we get our materials out to users, some hundreds and perhaps even thou-

sands of miles from Melbourne, were through widespread distribution of gift materials and through the loan of special kinds of materials.

The distributing of gift materials is probably one of the ways in which the Center is serving best. Through the Information Library is given away a wide variety of pamphlets, maps, U. S. government publications, posters, and books, all dealing with some aspect of American life. For example, we distributed more than 4,000 copies of an *Outline of American History*, an attractively presented and well-written summary of significant movements in American life. Other pamphlets currently being sent out deal with American government, foreign policy, agriculture, art, literature and other subjects. The maps of the United States have proved to be most welcome gifts, and the posters depicting many different facets of life in America are always enthusiastically received.

Gift materials are sent to organizations and agencies rather than to individuals because the supply is not large enough to take care of the hundreds of individual requests received. Even with this restriction on our giving, we sent last year more than 40,000 items. And that calls for a word of appreciation for the very excellent co-operation we received from many different Australians in our distribution program. Our small staff of six at the Information Library would have had time for nothing else except wrapping parcels if we had tried to do all the distribution ourselves. Instead we were able to make arrangements whereby we sent our materials in quantity to central offices of various agencies and the materials were redistrib-

*Changing your address?* Be sure to include the Alumnae Office in your list of publishers to be notified. In fact, just put the Office on your general mailing list for wedding and birth announcements, Christmas cards bearing pictures of your family, news of job changes, etc. The life history of each alumna, as the Office has accumulated it through the years, appears on her page in the class scrapbook. Keep your page up to date!

uted there. The State Offices of Education, the Catholic Offices of Education, the Y.M.C.A., the Y.W.C.A., the Country Women's Association, and many other agencies help in this way.

The Information Library concentrates on reference service rather than on the loan of materials. Special arrangements have been made, however, for lending groups of materials to institutions and organizations away from Melbourne.

Among its materials the Library has about thirty mounted picture sets on American topics which are excellent for displays. These picture sets are made up of a varying number of pictures, averaging about twenty-five, usually black and white but occasionally in color, all mounted on the same size white cardboard mounts. They are rather bulky to send and much time and money would be consumed in sending them to far places in Western Australia, South Australia, and Tasmania. So a plan of co-operative service was worked out with the State Libraries in Tasmania and South Australia and the Office of Education in Western Australia. We lent them five or six sets of the mounted pictures for a period of three months and they in turn made the pictures available to all interested groups.

Special collections of books are also lent to take care of a particular need. The Library of the Western Australian Office of Education asked for 50 books of general reading interest for the use of teachers. An employee group at General Motors Holdens has a similar collection of books to lend to its members. These books are lent from the Information Library for a three- or four-month period and then exchanged for a new group.

One of the most interesting loan services is the sending of groups of children's books to the small country schools in Victoria. With the co-operation of the Victorian Office of Education all of the Information Library's small collection of children's books were sent in groups of 40-odd each to 21 country schools. The first term's reports on the use of the books in the 12 schools to which the collections were originally sent were enthusiastic and most gratifying. The 500 books sent out had been read more than 3,000 times. Plans have been made for developing a similar program for Tasmania, South Australia, and Western Australia—as soon as the necessary books arrive from Washington.

The 16mm. sound films are probably the most popular materials the Information Service offers for loan. The film collection has now about 120 films on a very wide variety of subjects. These are lent to many organizations in Melbourne and throughout the whole service area. Collections of films are lent to the Visual Education Office in Western Australia and to the State Library in Tasmania for the use of groups in these

two States and plans are under way for a similar service to South Australia. The film section also has a good collection of 35mm. film strips for loan. These are informative and actually cover a wider subject range than the films do, but they do not have quite the popular appeal of the films. Last year's film audience totalled more than 150,000 people.

The collection of contemporary American music in Melbourne contains approximately 340 titles of music, including orchestral scores without parts, chamber music with parts, instrumental and vocal solos, folk, choral, band, and patriotic music. The record collection consists of approximately 120 recordings in the same categories, as well as a selection of children's records. All of the music in the collection is available on a loan basis for reference, study or actual performance. The recordings are available for loan and for use in the Center for recorded concerts.

One last aspect of the Information Service in Melbourne should be mentioned, and this is the assistance the Information Service gives to those desiring to do some advanced study in American universities or specialized research in the United States. When scholarships are available through the Institute of International Education the Information Service is notified and it makes this information public through the local newspapers and radio, and accepts the applications of those interested. A librarian, a social worker, and a forestry engineer from Victoria were among the Australian recipients of American university scholarships for the 1951-52 academic year.

There were several hundred applicants for the 15 scholarships offered to Australians last year, so there were many disappointments. But every year additional scholarships are made available and a few more Australians will go to the United States as students and "Ambassadors of Goodwill."

This has been a very brief summary of the work of the U. S. Information Service in Melbourne barely touching upon a few aspects of its program: the reference service of the Library, the distribution of gift materials, the special loans of music materials, mounted picture sets, books and films and the assistance offered to those wanting to study in the United States.

The most important point of all has not been mentioned—the joy in doing a job which is so challenging and the particular joy in doing that job for Australians, whose enthusiasm and curiosity about the United States constantly brings forth an endless and amazingly large number of varied questions of all types and on all kinds of subjects concerning the United States and Americans. The efforts of the staff at Melbourne's Information Center are well rewarded if it has been able to present to these eager audiences a representative picture of America's greatest assets—truth, objectivity and sincerity.

## My Job

# Adventure in Human Relations

Virginia Carrier '28

When we were seniors at Agnes Scott we each wrote out three statements—what we hoped to be doing in one year, in five, in ten. Those of you in '28 will remember how we planned to break the seals of those prophesies at the various reunions to see how we held true to our dreams. In 1952, twenty-four years later, I wonder how many dreams have become a reality!

I'm not one of the class of '28 who has added to our Alma Mater's record for marriage and a family, but my peg has found a round hole as a program director in the YWCA. The work has been interesting and creative, challenging my ideas, attitudes and social values. Most of all, it has brought me many adventures in the realm of human relations. Here I've been practicing the ideals we cherished in college: the development of creative relationships among all people and building of a world of justice and freedom, based upon mutual responsibility.

At present I'm the adult activities program director at Central Branch in Pittsburgh, working with home and employed women. The home women are organized through a "Ladies-Day-Out" program. They and their pre-school youngsters come to the YWCA for the day. There they enjoy their special hobby—such as oil painting, needlework, ceramics, china painting, music appreciation, modern dance. A small group are interested in current affairs and went to Washington in November to a Citizenship Seminar.

Then, we have a group we call "Human Relations." As the name implies we discuss personal relationships. The interest began with child development but has broadened into study of the adult as well. We've used movies, recordings, and resource people in the community to help us. We were surprised to find so many good resources and such outstanding leadership willing to give of their time and interest to and in the

development of better understanding of human relationships. The home women have been most enthusiastic, saying "I've gained more confidence in my own common sense," "I'm so glad I was one of the class," "We need more groups like this."

Business girls and women, too, have been interested in psychology and have asked for forums and classes. There has been an increasing desire among these groups to understand themselves and particularly to know how to cope with their anxieties in today's world of crises.

I didn't realize in 1928 that my interest would continue to develop and that I would give twenty-four years to practice and graduate study in the field of human relations. Since my first YWCA Conference at Blue Ridge in 1925 there have been varied and fruitful opportunities to meet and make friends with people of different cultural backgrounds. These real live friendships are renewed each Christmas in the greetings from distant places—Tokyo, Manila, Santiago, Amsterdam, Bangkok. Attendance at the World Conference of Christian Youth at Amsterdam and the World's YMCA Conference at Zeist, Holland, in 1939 highlights the experience of world-mindedness. There we lived together—people from 72 countries at one and 30 at the latter.

And, of course, there's the opportunity to know people from various sections of the U. S. as well. As a Southerner I began work in High Point, North Carolina, and then moved to Lansing—Michigan's capital, to serve as Girl Reserve secretary for four years. The four years of the war period were spent in Seattle, Washington, as teen-age program director. Then came a specialization in teen-age needs and interests in Metropolitan Chicago, followed by program work in rural Iowa. And at present my work includes along with the program of the department, the field instruction of social work students at the Graduate School of Social Work, University of Pittsburgh.

Each year, spring brings a heavy schedule, so I've missed the opportunities to renew the old friendships at A.S.C. One fine June day, though, may find me with you again, catching up on all your dreams and telling you more about my adventures.

*Would you like to tell the satisfactions and trials of your job? The Quarterly will welcome interesting articles of 300 words or less written especially for your fellow alumnae.*



*Mary King Critchell had a part in the program she describes; she was in Japan from 1948 to 1950 as an education officer. She is now president of the New York Agnes Scott Club.*

## The Reeducation of Japan

Mary King Critchell '37

For six years our government has been spending approximately half a million dollars a day on the most unusual educational project ever undertaken—the reeducation of Japan. Industrially and technologically the most highly developed nation in Asia, Japan is one of the most important areas in the conflict between communism and democracy. Vital to the whole democratization project is the attempt to establish an adequate educational system in Japan—a most formidable undertaking.

Before the war, Japanese schools were a government instrument (administered by a bureaucratic central agency) to maintain the feudalistic structure of society, to enforce militaristic control of the people by the state, and to promote the militaristic ambitions

of the nation. Sufficient technical training was given to supply the necessary number of skilled workers. Carefully manipulated screening allowed a small privileged class of men to be educated for the professional and government positions. Free education ended with the sixth year. Coeducation was not permitted beyond the fourth grade, and little attention was given to the education of girls. The Japanese language is so difficult that six years of ordinary public education sufficed to provide little more than mere literacy. Textbooks presented mythology and propaganda as fact.

When the military occupation of Japan began General MacArthur established on his staff a Civil Education and Information Section composed of professional American educators to work with the Japa-

*If you are thinking of changing jobs and are on the lookout for a good opportunity, it might help to let the Alumnae Office know. The Office has occasional calls for alumnae to fill responsible jobs in Atlanta and elsewhere. Be sure to give your qualifications and experience.*

nese in the reconstruction of their school system. Orders were issued for removing teachers formerly guilty of ultra-nationalistic or militaristic practices. Textbooks were recalled and new ones screened by the occupation. A commission of educators from the United States recommended a basic program of reform which became the basis of new laws and policies developed by the Japanese with the help of the CIE Section. The central government Ministry of Education became an advisory body for local Boards of Education and Superintendents elected in each prefecture. The 6-3-3-4 plan was made uniform throughout Japan.

Coeducation was recommended and equality of public education guaranteed for both sexes and all classes. Free compulsory education has been extended through the ninth grade and is to be extended further as it becomes economically possible. Reforms in organization, administration, teacher training and certification, curriculum, teaching methods, materials, health and sanitation standards and other phases of school functioning were observed locally by approximately one hundred educational specialists from the United States scattered throughout Japan to assist the Japanese in carrying out the new programs. Pamphlet material was prepared. Conferences with small groups of teachers were held so that teachers could ask questions concerning their everyday problems under the new system. In-service training programs and teacher institutes were developed. A few teachers have been sent to the United States for training. Three-month institutes for administrators included on the staff leading American educators brought to Japan for the three-month periods. The new certification laws require reeducation courses and basic professional training. But one of the most difficult problems has been to provide teacher training facilities of creditable quality. School holidays are scattered through the year so that the longest vacation is only four weeks. This gives teachers little time for concentrated periods of study. Teachers' salaries ranging from the equivalent of ten to twenty-five dollars a month permit only the barest existence, leaving no surplus for professional advancement.

American assistance was greatly reduced in 1949 and full responsibility is being shifted to the Japanese as rapidly as possible. Unbelievable progress can be observed in the most isolated spots of rural Japan, but nowhere was there enough money to insure full success for this gigantic educational construction project. Thousands of schools had been destroyed by bombing. Every year hundreds are destroyed or damaged by typhoons, requiring heavy expenditures for minimum maintenance of buildings. It is both undesirable and impossible for the United States to pay the bill for Japanese education. So far the Japanese econ-

omy cannot meet minimum needs of education. But definite progress has been made by cooperation of the Japanese with American economic advisors. The future may show sufficient improvement to keep the will of the people behind the struggle for democracy. In any case, the direction for educational reform has been set and the needs of education are better understood.

## SPRING ON CAMPUS

*(Events already past are listed as indicative of the character of current campus activities.)*

- Fri., Mar. 14. OPEN HOUSE AT OBSERVATORY, 8:00 P.M., no charge.
- Fri.-Sat., Mar. 21-22. Annual meeting, southeastern section Mathematical Assn. of America. Lectures open to public in Campbell Science Hall.
- Sun., Mar. 23. PIANO RECITAL. Lillian Gilbreath of Agnes Scott music department. Presser Hall, 3:30 P.M. No charge.
- Tues., Mar. 25. CECILIA PAYNE-GAPOSCHKIN, Harvard astronomer, slide lecture on "cosmic evolution." Presser Hall, 8:30 P.M. No charge.
- Wed., Mar. 26 Phi Beta Kappa convocation, Presser Hall, 10:30 A.M.
- Wed., Mar. 26. MUSIC PROGRAM. Frances Gilliland Stukes '24, accompanied by Carolyn Crawford '55. Presser, 8:00 P.M. No charge.
- Fri.-Sat., Mar. 28-29. All-Southern Intercollegiate Debate Tournament. Friday afternoon, all day Saturday. Subject: Wage-price controls.
- Tues., April 1. JACQUES BARZUN, Columbia University historian and author, lecture "World Culture—Hope, Menace or Illusion," 8:30 P.M., Presser Hall. No charge.
- Wed., April 2. Mortar Board convocation, Presser Hall, 10:30 A.M.
- Wed., April 2. WATER BALLET, "Always Chasing Rainbows," presented by Dolphin Club. Gymnasium, 7:30 P.M. No charge.
- Fri.-Sat., April 4-5. National Convention of Chi Beta Phi, honorary science fraternity, in Campbell Science Hall.
- April 7-28. ART EXHIBITION. Paintings by Agnes Scott Alumnae. Buttrick Hall galleries, open 2-5 P.M. Mon.-Fri.
- Fri., April 11. OPEN HOUSE AT OBSERVATORY, 8:00 P.M. No charge.
- Wed., April 16. I REMEMBER MAMA. Presented by Agnes Scott Blackfriars & Emory Players, Presser Hall, 8:30. \$1.00 and \$.50.
- Fri.-Sat., April 18-19. Meetings of Georgia Academy of Science and the Association of Southeastern Biologists. Campbell Science Hall.
- Thurs., April 24. Dr. Paul Garber, professor of Bible, will show color slides taken on his recent trip to the Near East and will lecture. Mainly Palestine. Presser Hall, 8:00 P.M. No charge.
- Fri., May 9. OPEN HOUSE AT OBSERVATORY, 8:00 P.M. No charge.
- Sat., May 10. MAY DAY. In May Day Dell, 5:00 P.M. Admission charge.
- Sat., May 10. SENIOR OPERA. Presser Hall, 8:30 P.M. Admission charge.
- Sat.-Mon., May 31-June 2. COMMENCEMENT WEEKEND.

# Class News

## DEATHS

### Academy

Jennie McDonald Duke died Jan. 22.  
Mary Lizzie Radford lost her father  
last fall.

### 1911

Dr. W. W. Anderson, husband of  
Theodosia Willingham Anderson, died  
Feb. 1.

### 1918

Dr. James F. Pitman, husband of  
Fannie Oliver Pitman, died Jan. 31.

### 1922

Mrs. Charles T. Hamilton, mother-  
in-law of Josephine Logan Hamilton,  
died Nov. 20, 1951, at the age of 90.

### 1933

Dr. Henry H. Sweets, father of  
Douschka Sweets Ackerman, died  
Feb. 25.

### 1938

Dr. Charles A. Sheldon, Jr., father-  
in-law of Nell Allison Sheldon, died  
Feb. 10.

### 1941

Nita Woolfolk Cleveland lost her  
mother Dec. 5, 1951.

### 1947

Ann Burckhardt Block's brother  
John was killed in an automobile  
accident in March.



The Library  
Agnes Scott College  
Decatur, Georgia

## *New Fund Begins July 1*

Your report on the 1951 Alumnae Fund will be mailed to you in June, with an announcement of the '52 Fund. If you plan to be away from home in June, send in your gift early so that the Summer Quarterly will reach you without delay.

As before, your Treasurer asks that you BUDGET your Alumnae Fund gift with your other annual benevolences, as you probably do your yearly church contribution. This is the only way the Fund can attain its goal: that is, to be a source of regular, dependable support for Agnes Scott.

The '52 Fund begins July 1. The more promptly you respond, the more good your gift will do.

2 2

The

AGNES SCOTT

Alumnae Quarterly

summer

1952

THE  
ALUMNAE ASSOCIATION  
OF  
AGNES SCOTT COLLEGE

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The AGNES SCOTT  
Alumnae Quarterly

Agnes Scott College, Decatur, Georgia

Volume 30

Number 3

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*Make-up and cover by Leone Bowers Hamilton '26*

ELEANOR N. HUTCHENS '40, EDITOR

The Agnes Scott Alumnae Quarterly is published four times a year (November, February, April and July) by the Alumnae Association of Agnes Scott College at Decatur, Georgia. Contributors to the Alumnae Fund receive the magazine. Yearly subscription, \$2.00. Single copy, 50 cents. Entered as second-class matter at the Post Office of Decatur, Georgia, under Act of August 24, 1912.



# COMMENCEMENT

One of the most brilliant Commencements in Agnes Scott memory saw the Class of 1952 launched, 104 strong, into the future with final bestowals of wise counsel and exhortation.

Dean Rusk, president of the Rockefeller Foundation, former assistant secretary of state, former alternate delegate to the United Nations general assembly, former college professor, Rhodes Scholar, and Davidson graduate, made a memorable and powerful Commencement address. "The relentless and imaginative pursuit of knowledge," "the organization of peace," and "the strengthening of the ancient verities," he told the seniors, are important "unfinished business" awaiting them in their roles as adult citizens.

The baccalaureate sermon was delivered by Dr. W. Taliaferro Thompson of Union Theological Seminary in Richmond, father of Julia Thompson Smith '31 and Anne Thompson Rose '38, who drew an impressive analogy between earthly friendship and man's relationship to Christ.

For alumnae, Commencement Weekend began with the Alumnae Luncheon in Letitia Pate Evans Hall. Four hundred alumnae, seniors, faculty members and trustees gathered for a program which brought leading college figures to the microphone and concluded with a talk on Agnes Scott's future by President Wallace Alston.

There followed the annual meeting of the Alumnae Association, at which Jean Bailey Owen '39 was elected national president for 1952-54. Florence Brinkley '14 and Mary Warren Read '29 became vice-presidents, Betty Jeanne Ellison Candler '49 secretary, Dorothy Cremin Read '42 is the new special events chairman, Edwina Davis Christian '46 vocational guidance chairman, Elaine Stubbs Mitchell '41 publications chairman, Betty Jean Radford Moeller '47 class council chairman, and Clara Allen Reiner '23 entertainment chairman. Hallie Smith Walker ex-'16 automatically succeeded Julia Pratt Smith Slack ex-'12 as chairman of the House Committee. Five other members of the Board (see inside front cover) are serving '51-'53 terms. Catherine Baker Matthews, outgoing president, was confirmed as an alumna member of the Agnes Scott Board of Trustees.

In the Trustees' meeting on the previous day two other new members had been named to the Board—Hal L. Smith, husband of Julia Thompson Smith '31 and prominent Atlanta citizen, and Dr. P. D. Miller, pastor of the Druid Hills Presbyterian Church in Atlanta. Re-elected to the Board for four-year terms

were Annie Louise Harrison Waterman, Inst., Mary West Thatcher '15, John A. Sibley, Scott Candler and L. L. Gellerstedt.

Class Reunions (see pictures in class news section), the dedication of the Mary Stuart MacDougall Museum (see page 13), Class Day, and the Sunday evening reception for faculty, seniors and seniors' guests at the President's house rounded out the weekend as a festive one. A departmental triumph was scored in Saturday night's speech presentation, scenes from "Victoria Regina" performed by Adelaide Ryall '52.

Among the most excited alumnae attending the events were the six whose daughters graduated: Reba Bayless Boyer '27, Sarah McCurdy Evans '21, Janette Newton Hart '12, Nell Caldwell Heard ex-'20, Margaretta Womelsdorf Lumpkin ex-'23, and Eunice Kell Simmons '25. Two other granddaughters completed the roll of those receiving the degree: Catherine Crowe, daughter of the late Catherine Graeber Crowe '26, and Katherine Currie, whose mother was Elizabeth Woltz Currie '25.

Here are some particularly striking passages from Mr. Rusk's address:

It is important for us Americans to remind ourselves that we are only a part of a great stream of human aspiration and thought upon which we are totally dependent for our own existence. We used to understand this better than we do now. For more than a decade, we have committed our resources and our so-called "know-how" to the assistance of others, in an outpouring of material and effort without parallel in history. We did it to win a war and to try to build a peace. But in the process we may have, unconsciously perhaps, come to think of ourselves as the great reservoir of human capacity and knowledge—as the teacher, the giver, the lender. In fact, no nation has borrowed as much as we; none has combined the intellectual contributions of others into a national patrimony as readily as we. Our technology and production, our science, our arts and our philosophy strike their roots into the gifts and capacities of the entire human race and the vitality of our life depends upon the nourishment we draw from the broad stream of human endeavor. Each may find his own example—atomic energy, the arts, medical research, education, religion. If we were suddenly restricted to our own resources, intellectual as well as material, by barriers erected either by ourselves or by others, we should rapidly feel the impoverishment in every aspect of our daily lives. Scientific and academic freedom and the easy interchange of persons and ideas across national frontiers are not merely matters of principle—if one may speak of principles as mere—they lie at the heart of the practical problems of survival. The distortion of



ENSIGN'S COMMISSION WITH B.A. The Navy commissioned *Helen Jean Roberts '52* an ensign in the WAVES at Agnes Scott graduation exercises June 2. Helen Jean as an undergraduate had attended officer training camp at Great Lakes, Mich., for two summers, and both summers had been battalion commander—leader of the whole school. The awarding of her commission was a stirring feature of Commencement.

science and the suppression of free inquiry behind the Iron Curtain are a fatal weakness in that dark tyranny, the effect of which may be delayed but which can not be escaped. Surely we ourselves will not embark upon the same path of destruction and attempt to build walls about our minds and spirits—it would be ironical for us to do so out of fear engendered by weapons of mass destruction which we ourselves produced upon the basis of work by German and French. Dane and Swede, British and American men of science,

It would improve our modesty and our understanding if we constantly reminded ourselves that foreign policy questions are many times more complex than appears at first glance. So many of our violent quarrels take place between those who are not even discussing the same question, and who are talking about different and fractional aspects of a complicated whole. I have seldom seen, even in the partisan controversies of public life, bitter disagreement among those who sit down to try to answer the same question on the basis of a common understanding of the circumstances.

Common sense should play a greater role in our thinking about foreign affairs than it apparently does. If we expect to sell goods and services beyond our borders, we must expect to buy from beyond our borders, else we can only give away our exports. If we expect our own government to pursue our national interests within the broad limits set by our public opinion, we should expect other governments to pursue their national interests within the limits set by their public opinion. At times we seem to expect other governments to act as though they were our government, with our national interests, and with our public opinion

and are prone to say that those who do not agree with us are knaves or fools. Again, most policies carry a price on them; you select your policy and pay the cashier—and there are very few bargain counters in this business. Common sense would seem to say that if we attach ourselves strongly to a particular policy, we must expect to bear the burdens and responsibilities involved.

Is it subversive these days to suggest that there are times when we might be wrong and could benefit from consulting the good sense and experience of our friends abroad? In any event, there is a road to isolation by the choice of others, rather than of ourselves, if we insist upon total conformity to all aspects of our own policies—free men elsewhere just won't have it, and won't pay that price for friendship.

The unfinished business we are discussing is the organization of peace—and you have had no answer on how it is to be done. There is some reason to believe that we are moving steadily toward a successful result. Three bits of evidence at least give room for hope and reason for continued effort. First, the human race came very close indeed to achieving its centuries-long dream of world peace at the end of World War II. The United Nations is at least a near miss. Only one government, perhaps a dozen men, stood in the way. Were it not for the rogue conduct of the Soviet Union, I believe that experience has shown that the United Nations would be adequate to resolve international disputes by peaceful means, in any event without a world catastrophe. Unfortunately, it seems clear that Soviet leaders do not accept the barest elements of a cooperative world society, namely, an association of sovereign states bound together by agreement to act in accordance with basic standards of conduct. Mankind will not abandon, however, its insistence on an organized peace; we are now seeing the full exploration of alternative means to keep moving in the same direction, despite the obstruction and even active opposition of the Soviet Union.

The second bit of evidence lies in the fact that there is now going on, by peaceful means, a major shift in the world power situation in favor of those nations and peoples who desire to keep the peace. The increase of strength of the United States and its closest friends, the consolidation of European defense and the integration of western Germany and Japan into the free world, and the initial steps which have been taken toward the organization of security in the Pacific are producing this shift of power. The very promise of the present situation creates danger, for the Soviet Union must decide whether to let this shift occur, hoping to disrupt it somehow by political means, or challenge it soon by force of arms. It is a danger we can not avoid if we are to have security, but the significant thing is that so many nations and peoples have decided to run the danger in order to deter attack and eventually

*Continued on page 15*



AGNES SCOTT COLLEGE  
DECATUR, GEORGIA

Office of the President

My dear Friends:

At the close of my first year as president of Agnes Scott, I should like to thank the hundreds of alumnae who by their encouragement and support have helped me enter upon the duties of my office. I am grateful to each one of you for your letters, your visits, your hospitality when I have been in the cities where you live, and your invaluable work in behalf of the College.

Those of us to whom the leadership of the College has been entrusted for the next period of its history would be lacking in responsible leadership, imagination and courage if we did not begin to look ahead, planning realistically for the future development of Agnes Scott. The task before us is not an easy one. The independent liberal arts institutions throughout America, as you well know, will have to justify their right to exist in the period ahead. Such a College as ours will need to draw to herself her friends and those who believe in the values for which she stands.

Agnes Scott does not belong to the State and will not receive her support from State funds. Neither does she belong to nor receive budgeted funds from any branch of the Church, even though she is known as a church-affiliated college, having been founded by Presbyterians and having retained a close tie with the Presbyterian Church in the United States. Agnes Scott belongs to those who believe in what she represents and in what she undertakes to do. From such folk must come her strength in the years ahead.

Our most urgent physical need is for a dormitory that will enable us to care adequately for our students who now live in cottages and that will make possible an increase in the number of our boarding students. Obviously, our facilities for housing our students are below Agnes Scott standard. Each year that passes emphasizes the need for the new dormitory.

Our endowment is now slightly less than three million dollars. If we are going to do the quality work in higher education that Agnes Scott has undertaken in this section of our country, we will need at least ten million dollars for endowment in the next period of the College's development. We are at the threshold of great things as a liberal arts college for women. No college for women in this section of America is better able to take her place with the half-dozen leading institutions for women that are clustered in the East. A greatly increased permanent endowment will be required in order to make this possible.

I have recommended to the Board of Trustees that a strong committee from our Board be appointed to advise with me about plans for the future development of the College, and to chart a long-range program, possibly culminating in the seventy-fifth anniversary of the College in 1964. The Board at its meeting in May unanimously authorized the appointment of this committee by Chairman Winship. I am convinced that we need the long-range view in the light of which we may more adequately plan the specific measures looking toward the achievement of our goals.

I understand that all alumnae who receive this issue of *The Quarterly* will have contributed to the 1952-53 Alumnae Fund. It is through this channel that alumnae are asked to take part in Agnes Scott's development, and I want you to know how very much the College—its Board of Trustees, its administration and faculty, and its students—appreciates what you are doing through the Fund.

In all that we do here at Agnes Scott, we hope for your prayers and your comradeship as fellow members of the greater College Community which reaches around the world in the minds of those who once walked this campus and these halls as students.

Cordially your friend,

*Hallie M. Alston*



*The author of this report was Agnes Scott's faculty representative on the committee whose deliberations she describes. The cooperative plan gives Agnes Scott access to the vast resources of seven institutions without taking away the advantages of the small college.*

# Cooperation with Emory

ELLEN DOUGLASS LEYBURN '27

ONE OF THE MANY ENTERPRISES born of Dr. McCain's vision for Agnes Scott was the plan of coöperation with Emory. Since 1939 we have been operating under an agreement drawn up between the presidents of the two institutions, many of the terms of which are no longer applicable. One of the happy developments of this first year of Dr. Alston's administration has been a reconsideration of the whole plan in order to make coöperation more fruitful for both institutions. During the winter, President Alston and Dean Colwell, who has come to Emory from the presidency of the University of Chicago and for whom we have a special feeling as the husband of Annette Carter Colwell '27, had several conversations which led to the forming of a committee composed of these two men themselves together with Dean Stukes of Agnes Scott, Dean Ward of the College of Liberal Arts at Emory, and a faculty member from each institution. This committee worked throughout the spring quarter with an earnest desire to further the common good. We were candid on both sides in our concern for our own institutions; but we also recognized that self interest would best be served by magnanimity.

One of the first agreements was to do away with tuition charges against each other. Hitherto the institution in which the student is registered has paid for every course taken in the coöperating institution. Abolishing this mechanical accounting will not only mean that more students will take courses on both campuses, but it will make for a much greater *feeling* of freedom of movement; and one of our governing motives in all we are doing in the establishing of a real sense of community.

Another principal objective is the enrichment of the curricula in both institutions. If we can really make the coöperation work, we can not only both save money by avoiding unnecessary duplication; but what is far more important, we can give our students a wider range of valuable courses. We have worked out three types of such coöperation: 1. fields in which the principal responsibility will rest with one institu-

tion for *advanced* work which will be available to the students of both (music and art at Agnes Scott, political science and economics at Emory); 2. subjects given only at one institution in which a course at the *elementary* level is to be open to students of the other (astronomy at Agnes Scott, geology at Emory); 3. subjects in which neither institution is expected to predominate, but in which some sharing of the special resources of the faculty could be profitable (talks considering such coöperation have been inaugurated in the fields of modern foreign languages, classics, philosophy, and Bible and religion.) A special type of coöperation is already working most effectively in education, with professors Goodlad and Wiggins teaching on both campuses.

The faculties of both institutions have had a full account of our proceedings and have received them most cordially. The Board of Trustees of Agnes Scott at its commencement meeting ratified a formal report drawn up by Dean Colwell, the chairman of the committee; and the same action will presumably be taken by the Emory board when it meets. One of the next steps contemplated is bringing the students into our counsels, which will probably be done early in the fall at a gathering of representative students from both institutions.

Arrangements have already been made for consultation on all matters of schedule, both in the annual calendar and in the daily and weekly arrangement of classes. One of the adjustments will be the shift of some five hour courses at Emory to three hours and some three hour courses at Agnes Scott to five, in order to make greater flexibility in arranging an individual program of studies.

Finally, provision has been made for the continuing of a liaison committee to consider all matters of coöperation. For the next year the present committee will be continued. In the whole course of these important negotiations, the interests of Agnes Scott are being beautifully served by the astuteness, the tact, and the wisdom of President Alston.

MARION MERRITT '53

*gives a student's-eye report on the campus year as she looked back on it in the spring. Marion is the daughter of Marion Park Merritt ex-'21 and last summer was a guest editor for MADEMOISELLE.*

## CAMPUS VIEWPOINT

THE WHIRRING of lawn-mowers, shouts from the softball field, and the posting of another exam schedule pronounce the arrival of spring at Agnes Scott in 1952, and the sheltering arms will soon loose their hold on the inmates, some for three months of long-planned vacation, some for their entrance into the world after graduation. In some ways, it has been like many other years at Agnes Scott and returning alumnae would find Main and the spreading trees much the same as always, and perhaps would hear echoes of other springs in the whispered stair-step conversations and classroom drone of lecturers. Yet it has been a year of new happenings and new ideas for us all, and perhaps I can look back to tell you a little of how it was.

The freshmen came, looking very sophisticated and sure of themselves, even if they didn't feel that way. We greeted them, untangled names and suitcases and parents as well as we could, and another year was ready to begin.

"Dek-it," the Christian Association project to suggest decor for Inman boudoirs, took on new glamour when a delegation of specialists from Rich's arrived. They transformed a first-floor study in Inman into a senior's dream as she looks at her tired rugs and cushions that have withstood the trials of four years. The Rich's-installed tiers of curtains, armchair just freshman-sized, sandwich grill, and automatic record player made Great-aunt Bertha's cast-off lamp and Uncle Charlie's battered Princeton banner look sad indeed, but the frosh rose to the challenge and Inman was the delight of Mrs. Smith and her dormitory guard, and the decision for the prize-winning most attractive room was a hard one to make.

Athletic Association sponsored a series of tours of Atlanta, and for some weeks awed day students learned about their own city from the well-informed newcomers.

Dr. Alston installed a bright red carpet in his office which he took over in the new job of president, and I fear some of us had imaginary woes to wangle a conference and a chance to rub an appreciative toe in

the crimson. The office door is always open, following the old custom of Dr. McCain, so when you come be sure to go in and admire. The Alstons had a series of coffees, and by some miracle of hospitality, invited us all for a cup, marvelous cherry tarts and other goodies, and a tour of the new president's home, which is something that we, as well as the Alston family, think is very fine indeed.

New additions to our faculty came with the autumn leaves, and among other things we have an enlarged Philosophy Department under Mr. Kline, who arrived with a brand new son, and Mrs. Kline, who invited the spring quarter classes in for Strawberry Delight and a charming game called goat! How Mr. Plato would feel about all this I'm not sure, but a good time was had by all. The Art Department has also been renovated, and Mr. Ferdinand Warren and Miss Marie Huper have been the cause of great activity in the upper regions of Buttrick. Many of us took the plunge into the paint jars, and though the results may have caused some consternation among our roommates, who had to face rather colorful abstracts on morning arising, we found the dip not half bad! Another prominent addition to the staff is Monsieur Thomas, who teaches French conversation, and has the most wonderful spike-like black umbrella that he carries rain or shine! From the hall it can be seen hanging rakishly on a map of Gaul when Mr. Thomas and his French Conversationalists are in session.

The new green tennis courts are a joy to the athletic faction and I fear the courts at Tech and Emory and the surrounding countryside must be thinly populated from the number of young men gallantly chasing tennis balls around the Agnes Scott premises.

We *did* attend to our studies somewhat this year in spite of all the distracting new elements on campus, and along with our campus gaiety, turned to serious occupations, too. A call from the Red Cross got good response and a number of seniors and many underclassmen went down to donate blood. The report is that "it wasn't bad at all" and those who were able to donate were glad of the chance to contribute di-

rectly to our war-effort, or perhaps the term would be best as "peace-effort." Uniforms were a common sight on campus, many of us found our former collegiate men-friends talking of maneuvers and ships and flights and there were many letters from far-away camps and from overseas posts in our mailboxes, so that the headlines had personal meaning in this year of national anxiety.

Religious Emphasis Week and college elections brought the usual number of late-hour serious talks, and we found ourselves growing toward a fuller realization in many ways of our duties both as citizens and Christians. Religious Emphasis Week was conducted in a very fine spirit by Dr. Elton Trueblood, and we were again thankful for a school tradition that has a personal meaning and benefit for all of us. The elections reawakened the feeling in some of the girls that the election system, while having definite advantages over other types, leaves some doubt in many minds, since there is so little intra-campus discussion of candidates. Many have the opinion that the system results in the return to office often of girls who have had their share of honors, and the neglect of others who are capable and who would bring new ideas to campus organizations.

Spring brought the expected frivolous outbursts. Most notable were two affairs which furnished the campus with amusement and a relief from studies which take on a new light when buds and robins can be seen from class-room windows. The residents of Cunningham Cottage formally invited a group of friends to an Easter-egg hunt and afternoon of enter-

tainment. The spirit of the occasion was fully entered into, and the guests arrived in sashes and carried several varieties of cleverly improvised Easter baskets. The egg hunt was won by Mary Alston, Dr. Alston's daughter, who with a young friend did much to enliven the proceedings, both being much more adroit in the practice than we rather decrepit collegians. Games followed, and London bridge furnished much pleasure to everyone but Miss Ann Jones, who claimed the guests showed more preference for Miss Donna Dugger's side than for hers. However, a game of Pass the Shoe restored peace, and hunkies were happily munched by the assemblage.

The other escapade was an unexplained notion taken by the freshmen to cool off from an afternoon of study, and the result was a wading party in the pool which graces the Alumnae Gardens. The fish were endangered, and admonitions from Miss Laney, professor of English, threw cold water, so to speak, on the afternoon's adventure, but not before the fountain statue had been appropriately clad in the Agnes Scott tradition of modesty, to the chagrin of a prominent alumna who reportedly was forced to wade into the pool and undress the young woman. This, in turn, gave much delight to the inhabitants of Inman, who are said to have watched from the windows overlooking the pool.

Such is the progress at Agnes Scott during the session 1951-52, which has had its serious and its more gay events, all of which will hold memories for the future alumnae, who send greetings to the present ones.



# ALUMNAE CLUBS

ANNE ANSLEY SANDERS *ex-'40*

## ANDERSON, S. C.

The Anderson Agnes Scott Club met on February 21 at the Anderson Country Club and listened to the Founder's Day Program over Station WANS.

## ASHEVILLE, N. C.

Asheville Alumnae entertained Su Boney, the Alumnae Field Representative, at a tea at the home of Catherine Carrier Robinson, on February 21. We can imagine how Su's presence in Asheville further accented the full meaning of Founder's Day.

## ATLANTA, GA.

There has certainly been no hibernation period for the Atlanta Agnes Scott Club during this past fall and winter. Eager, active, and original, they have managed an outstandingly successful year, culturally and financially. With a well-balanced monthly program for 1951-52, the subject of which was "Life Today in Greater Atlanta," the Club got under way with its activities on September 25th with a meeting at Isabelle Leonard Spearman's home on Club Drive. Dr. Wallace M. Alston, Agnes Scott's new president, revealed some of his hopes and plans for the future of the College in a talk entitled "Agnes Scott's Role in Higher Education."

The Club's first great service to the College this year was a magnificent tea for prospective students.

In addition to the regular meetings and the tea, the Atlanta Club took care to remember the financial side of its program. A project of the Club this year has been to raise money for the Agnes Scott Alumnae Fund. A money-raising scheme always presents problems. To be of any real help to the Alumnae Fund, the profits would have to be perceptible. But to achieve this profit, the money-raising scheme would have to be something different. After much brooding, the Club decided to put on a Hat Fashion Show and Brunch at Rich's, Atlanta's biggest department store. This show was held on March 11th, at 9:30 A. M., just in time for the Easter bonnet to snare the feminine imagination!

Apparently to underscore the purpose of the occasion, Frances Gilliland Stukes sang the charming "Easter Parade," bidding Milady to "Put on your

Easter bonnet," and alumna Elizabeth Young Williams performed a Mexican hat dance with traditional dress and sombrero, accompanied by Eugenie Dozier. After these two feature presentations, the creations arrived and were duly described by Mr. Sol Kamincky, Rich's Fashion Coordinator Extraordinaire. By the time the show was over the ladies' appetites had been so appeased, and their imagination so whetted, that in five minutes' time the Tea Room was deserted and the Hat Department overflowing.

Result: The Atlanta Agnes Scott Club netted \$400.00, most of which it assigned to the improvement of the Alumnae House and Garden.

Result: Rich's must have surely netted a goodly sum, too, as the show has been written up in two New York trade publications, *Millinery Week* and *Millinery Research*, under a two-column head, entitled "Millinery Show at Rich's Atlanta Aids Agnes Scott Alumnae Fund," with hints that future shows of this nature will be planned for the good of all concerned.

It seems to us that this money-raising scheme warrants investigation in other localities. The tickets were \$2.00 each.

The personalities behind this idea were Sarah Shields Pfeiffer, President, assisted in arrangements by Martha Crowe Eddins, Chairman; Anne Hart Equen, Co-Chairman; Carol Stearns Wey, Irene Ingram Sage, Evelyn Wood Owen, Crystal Hope Wellborn Gregg, Catherine Baker Matthews, Mildred Baldwin Leigh. We know they feel recompensed for all the work and time involved.

## JUNIOR CLUB OF ATLANTA

The Atlanta Junior Club, which meets monthly during the academic year, sustained its record for up-and-comingness this season by raising \$100.00 for the Alumnae Association. The lucrative project was a fashion show and tea on the afternoon of March 1 at an Atlanta restaurant, with J. P. Allen's department store putting on the show. Tickets were \$1.50 and door prizes were given.

The club also maintained the healthy trend among local alumnae groups to keep their programs Agnes Scott-centered rather than letting them devolve into

## ALUMNAE CLUBS

presentations irrelevant to the purposes of the club. This policy has built up the membership of all three clubs in the Atlanta-Decatur area in recent years.

### BALTIMORE, MD.

The Baltimore Agnes Scott Club celebrated Founder's Day with a luncheon meeting. Fifteen enthusiastic alumnae attended. Baltimore's project this year has been to raise money for the Alumnae Fund, and a benefit bridge was planned.

### BIRMINGHAM, ALA.

The Birmingham Agnes Scott Club held a luncheon on January 22, and presented Dr. Catherine Sims as their guest speaker. Twenty-eight alumnae attended.

### CHARLOTTE, N. C.

Twenty-six of Charlotte's Agnes Scott Alumnae met back in the fall at Chez Montet, Mecklenburg Hotel at a 6:30 dinner with Su Boney, the Alumnae Field Representative, as their guest speaker. She brought the alumnae up to date on college activities and personalities. Dr. Sims and Dr. Alston also spoke to the Charlotte Club this year.

### CHATTANOOGA, TENN.

The Chattanooga Agnes Scott Club started its activities early in October with a tea for high school seniors interested in attending Agnes Scott. Dean Carrie Scandrett and Su Boney were honor guests.

The club has as its special project a scholarship fund of \$500.00, the interest of which will be used each year toward a scholarship. Aubrey Folts, president of the Emory Alumni Association, personally donated \$50.00 for the student loan fund. This was a real boost, and the club now is working harder than ever to raise its \$500.00 goal.

A luncheon at the Patten Hotel marked Founder's Day. Letters from Presidents Wallace Alston and Catherine Baker Matthews were read, and Mr. Folts presented the main address. The Founder's Day broadcast was presented on two radio stations in Chattanooga and gave rise to a third program featuring local alumnae in an interview.

### COLUMBUS, GA.

Sixteen alumnae attended the Founder's Day Dinner at the Columbus Country Club on February 22 at 6:30 P. M. The Founder's Day program was broadcast over Station WRBL, and Myrtle C. Blackmon

appeared on a breakfast program with information about Agnes Scott.

### DECATUR, GA.

The Decatur Agnes Scott Club got off to a good start in September by having its first meeting at the home of Agnes Scott's new president, Dr. Wallace M. Alston. Dr. Alston talked at that meeting of some of the plans in store for the College, and Eleanor Hutchens, Director of the Alumnae Association, outlined alumnae plans for the year. The October meeting coincided nicely with Dr. Alston's inauguration, and quite a few out-of-town alumnae were present.

The big event of the year was a tea for prospective students, held on the Agnes Scott campus.

The Club also enthusiastically supported the Atlanta Club's Hat Brunch at Rich's.

At its final meeting of the year it contributed \$30.00 to the Alumnae Garden.

### GREENSBORO, N. C.

The Greensboro Agnes Scott Club met on February 22 at Bliss Restaurant at 6:00 P. M. Plans were made to conduct a tea for prospective Agnes Scotters some time in April, at which time the Club would be able to have as their guest Su Boney, Field Representative, who would discuss Agnes Scott thoroughly with prospective students and show slides of the campus and various activities.

### GREENVILLE, S. C.

Su Boney spoke at the Founder's Day meeting and showed slides of the campus.

### HAMPTON-NEWPORT NEWS-HILTON VILLAGE, VIRGINIA.

Agnes Scott alumnae from these three areas met on February 22 at 8 P. M. at the YWCA in Newport News, to commemorate Founder's Day. Letters and news of Agnes Scott were read and records played. A flu epidemic prevented a big meeting, but the alumnae who attended managed to bring along two prospective students.

### HOUSTON, TEXAS

The coming of Founder's Day seems to stir most alumnae to a desire to get together and see each other, though they are unorganized. Such a group met this Founder's Day in Houston, Texas. Bippy Gribble Cook, writes that shared experiences at Agnes Scott were enjoyed along with the cake ("decorated a la Agnes Scott College") and coffee. We hope that this group will take some sort of organized action for Agnes Scott soon.

## JACKSONVILLE, FLA.

Whether it was the approaching Founder's Day or merely Spring, it was hard to tell, but there were definite rumblings down Jacksonville way. A seed which was dormant pushed its way up out of the good earth and is now about to bud! Yes, the Jacksonville Agnes Scott Club is reactivating itself, with 16 enthusiastic alumnae present at their first meeting on February 22 at 8:00 P. M. at the Seminole Hotel.

This first meeting was used primarily to appoint temporary officers until things could really get under way. In addition to the Chairman, Eula Turner Kuchler; Vice-Chairman, Kathryn Peacock Springer, and a Telephone Committee consisting of Virginia Skinner Jones, Carolyn Fuller Hill, Hallie Crawford Daugherty, the Club also appointed a Field Representative: Virginia Skinner Jones.

The Club decided to take as its immediate project the job of acquainting Jacksonville with Agnes Scott College. This seems to us of tremendous importance, since there were only 18 students at Agnes Scott this year from the whole state of Florida. There can be only one conclusion: Florida is not familiar with our contribution as an independent liberal arts college. A good beginning was made in March with a meeting for Su Boney.

## LOS ANGELES, CALIF.

It is good to hear that Agnes Scott alumnae get together on Founder's Day even though they are 2,000 miles away from the campus. The Los Angeles Club met on February 22 at the DelMar Club in Santa Monica for luncheon, and also for the purpose of planning another meeting in the fall.

## LOUISVILLE, KY.

Founder's Day for the Louisville Agnes Scott Club was a real reunion this year. The club held its meeting in the Jefferson Room on the University of Louisville campus. Agnes Scott's Dr. George Hayes, head of the English Department, gave an address to 41 alumnae. Dr. Hayes was invited to Louisville by Dr. Philip Davidson, former head of the History Department of Agnes Scott, and now President of the University of Louisville. Dr. Hayes and Dr. Davidson are friends of long standing, and we can well imagine their enjoyment of each other's company on this occasion.

## LYNCHBURG, VA.

On Dr. Wallace Alston's trip to Lynchburg in March to give a series of talks at Westminster Presbyterian Church, the Lynchburg Agnes Scott Club was proud to have him as its guest at tea at the home of Catherine

# ALUMNAE CLUBS

Mitchell Lynn. All Lynchburg alumnae were invited to attend and meet the new president of their Alma Mater.

## NASHVILLE, TENN.

The Nashville Agnes Scott Club observed Founder's Day by meeting at the Maxwell House for luncheon on February 22. Lavalette Sloan Tucker gave an informal talk on Dr. Wallace M. Alston's inauguration in October as President of Agnes Scott.

A highly successful tea for prospective students was held in April at the home of Anna Marie Landress Cate, with Su Boney as speaker.

## NEW ORLEANS, LA.

At its first meeting last fall, the New Orleans Club discussed plans for a scholarship fund as the project for the year. These alumnae have ambitions for working toward a scholarship of \$1,000 or more, and are constantly seeking ways of raising money. At Christmastime the club put on a sale of Christmas wrapping paper, Christmas boxes, and cookbook protectors. Results of a book review planned as a money-raising scheme were not in when this was written.

## NEW YORK

The Club was host Nov. 1 to President Alston, who was in New York for a meeting.

## RICHMOND, VA.

Twenty-one interested alumnae gathered for luncheon at the Rotunda Club of Hotel Jefferson in Richmond in celebration of Founder's Day. Guest speaker was Dr. Walter Posey, head of the History Department of Agnes Scott. Dr. Posey, an outstanding Southern historian, talked on "Research in Progress at Agnes Scott."

## SHREVEPORT, LA.

Shreveport organized this year for the first time and made great progress.

A Founder's Day meeting was held at the home of Marguerite Morris Saunders on February 22, at 10:30 A. M. Letters from Dr. Wallace Alston and Catherine Matthews were read, and each of the group planned to listen to the Founder's Day broadcast the next day. Plans for supporting the Alumnae Fund and a program for prospective students constituted the main business of the meeting. On the morning of April 18 color



slides of the campus were shown, an article on Agnes Scott in the magazine *Beautiful Atlanta* reviewed, and definite plans made for a prospective student tea on Oct. 29. The slides were shown again to a group of high school girls that afternoon.

#### TALLAHASSEE, FLA.

Founder's Day was celebrated on the 22nd with an afternoon tea at the new Westminster Presbyterian Student House at Florida State University. Dabney Adams and Elizabeth Lynn were hostesses. Dr. Emma May Laney, in Tallahassee for an English meeting, was special guest. Letters from Agnes Scott and informal remarks by Miss Laney brought the club up to date on campus affairs. The tea table featured a lace cloth made by the first German exchange student at Agnes Scott, Liselotte Ronnecke Kaiser. Two alumnae brought their daughters to the gathering.

#### TAMPA, FLA.

The Founder's Day meeting was an informal gathering to hear the letters from Agnes Scott and to discuss College past and present. The club resolved on a project to create a fund for annual giving to the various needs of the College community, and anticipated its development by sending a welcome \$10.00 to the McCain Library Fund!

#### WASHINGTON, D. C.

The Washington Agnes Scott Club has been fortunate this year in having two fine speakers. Back in December Sarah Catherine Wood Marshall, an Agnes Scott Alumna, wife of the late beloved Presbyterian minister, and author of a recent best-seller, spoke at a luncheon meeting held at the Iron Gate Inn.

Dr. Walter Posey of the Agnes Scott History Department spoke at the Founder's Day meeting.

## Faculty News

DR. JANET ALEXANDER, college physician, scheduled six weeks doing deputation work among Associate Reformed Presbyterian churches, a month at Gay Valley camp for children in Brevard, N. C., and the remainder of the summer with her family in Charlotte.

DR. ELIZABETH BARINEAU, associate professor of French, received a research grant from the University Center of Georgia and planned to work on Victor Hugo's lyric poetry at the University of Chicago from late June to September 1.

MARY BONEY, instructor in Bible, is attending summer school at Columbia University and Union Theological Seminary in New York and will return there in the fall on a year's leave of absence to continue work on the Ph.D.

DR. JOSEPHINE BRIDGMAN, associate professor of biology, is spending the summer as a member of the Research Participation program at Oak Ridge, Tenn.

ISABEL BRYAN, instructor in piano, was recently elected secretary of the Georgia Chapter of the American Guild of Organists. Mrs. Bryan is a member of Sigma Alpha Iota and Delta Kappa Gamma, music and teaching fraternities, respectively, and of the Atlanta Symphony Guild.

EDNA HANLEY BYERS, librarian, returned this summer to the University of Michigan, where she received her A.B. and A.M. degrees in Library Science, to teach a course in the "Planning and Equipping of Library Buildings" in the graduate school. In April Mrs. Byers attended the burial services for Miss Jackson and her mother in South Weymouth, Mass.

DR. WILLIAM A. CALDER, professor of physics and astronomy, planned to spend most of the summer working on equipment at the Bradley Observatory on the campus, and making a trip to Dallas in July to address the national convention of the Astronomical League.

MELISSA A. CILLEY read a paper on "Contemporary Spanish Literature" at the University of Kentucky Lan-

guage Conference in April. She gathered material for the paper from recent personal interviews with the authors and from Madrid literary critics, as well as from the author's works.

DR. EMILY DEXTER, associate professor of philosophy and education, is teaching part of the summer at Alabama College, afterwards traveling to Wisconsin, probably to New England, and to Washington, D. C., for a psychology meeting.

EUGENIE DOZIER, instructor in physical education, planned to spend the summer in graduate study. As *The Quarterly* went to press she was considering either the new dance department at the Juilliard School of Music in New York or Ted Shawn's University of Dance near Lee, Mass., in the Berkshire Mountains.

DR. FLORENE DUNSTAN, associate professor of Spanish, has been elected secretary of the University Center Language Association and president of the Woman's Auxiliary to the Fulton County Medical Society. Her summer plans included a trip in June

to a meeting of the American Medical Association in Chicago and research in the Library of Congress in August on Spanish writers she studied last summer in Spain.

DR. W. JOE FRIERSON, professor of chemistry, served the past year as chairman of the Georgia Section of the American Chemical Society. In March he gave a talk on "Paper Chromatography of Inorganic Substances" at the national meeting of the American Chemical Society. He is again spending the summer doing research at Oak Ridge.

NETTA ELIZABETH GRAY, instructor in biology, will be enjoying her laboratory in the new science building on the campus. She is doing research on several groups of gymnosperms for the Chicago Natural History Museum and for L. H. McDaniels of Rutgers University.

ROXIE HACOPIAN, associate professor of music, planned summer trips to Mexico City and New York, searching in the latter for material, possibly modern opera, for the Agnes Scott Glee club.

MARIE HUPER, assistant professor of art, was to give a series of Art History lectures and teach a course in Basic Design in the Summer Arts and Crafts Program sponsored by the Department of Education of the Province of Ontario. She is located in Toronto.

C. BENTON KLINE, JR., assistant professor of philosophy, is visiting professor of philosophy during the summer sessions at Emory University.

DR. EMMA MAY LANEY's promotion to full professorship was announced by President Alston at Commencement. In November she was elected president of the Atlanta English club, a branch of the National Council of English Teachers. While vacationing in Denver this summer she will study Henry James, and in September will represent the Agnes Scott chapter at the triennial meeting of Phi Beta Kappa at Lexington, Ky.

HARRIETTE HAYNES LAPP, assistant professor of physical education, ex-

pected to teach children, many of them "alumnae youngsters," to swim at the Venetian Pool in Decatur and to attend the Dixie Folk Dance Institute at Emory University in July.

DR. ELLEN DOUGLASS LEYBURN, associate professor of English, planned to spend the summer at the Huntington Library working on satiric allegory. The *Huntington Library Quarterly* carried an article by her in February—"Swift's Language Trifles."

RAYMOND MARTIN, associate professor of music, was elected sub-dean of the Georgia Chapter of the American Guild of Organists for the coming year. During the summer he is giving private organ lessons and recording various radio broadcasts for the Protestant Radio Center, the NBC National Radio Pulpit, and the Methodist Church "Upper Room" series. Mr. Martin is organist-choirmaster at the Episcopal Church of the Incarnation in Atlanta.

HESTER MATTHEWS, instructor in Spanish, planned to study at the University of Havana, where she was awarded a scholarship for summer work.

MICHAEL McDOWELL, professor of music, addressed the Atlanta Symphony Guild and was on the program of the Atlanta Agnes Scott Alumnae club in March.

DR. KATHARINE OMWAKE, associate professor of psychology, is teaching educational psychology and psychology of childhood and adolescence in the education department at Emory University this summer.

DR. MARGARET PHYTHIAN, professor of French, planned to attend the Middlebury French School for six weeks, afterwards driving to Canada and back to Georgia "via all the mountain scenery that can be found." She was recently elected secretary-treasurer of the Georgia Chapter of the American Association of Teachers of French.

DR. WALTER POSEY, professor of history and political science, is teaching summer school at the University

of West Virginia and at Emory. His book, *The Presbyterian Church in the Old Southwest*, is scheduled to be published by the John Knox Press during the summer.

DR. HENRY ROBINSON, professor of mathematics, and Mrs. Robinson are spending most of the vacation at their summer home near Hendersonville, N. C., returning to Decatur by August 9, when their son Henry (mascot of the Class of '36) and Barbara Stainton '51 are to be married.

DR. CATHERINE SIMS, associate professor of history, was planning to do research in English parliamentary history during the summer. In August she and Mr. Sims will take a trip to New York and New England.

DR. ANNA GREENE SMITH, associate professor of economics and sociology, is teaching in the Sociology department in the University of North Carolina summer session. While there she planned to proofread her book, *Fifty Years of Southern Writing*, which is in press at Chapel Hill. She was recently elected vice-president and program chairman of the Decatur League of Women Voters for the coming year.

PIERRE THOMAS, assistant professor of French, is in Vermont for the summer where he is director of the conversation department of the Middlebury French School.

FERDINAND WARREN, professor of art, after teaching in the art department at the University of Georgia the first part of the summer planned to take a trip either to the mountains or the coast to do some painting. In April the Telfair Academy of Arts in Savannah, Ga., honored Mr. Warren with a one-man exhibition and acquired an encaustic painting, "Cotton Pickers," for their permanent collection. Also in April, Mr. Warren gave a talk and demonstration on encaustic painting to the Art Association at Macon, Ga.

CHAPPELL WHITE, instructor in music, planned to do research in the Library of Congress on the works of the violinist, G. B. Viotti.



Your Alumnae Board of eighteen members has met four times this year. During and between those meetings, especially between them, this group of elected volunteers has worked hard for you and has succeeded in making the year a notable one in the advancement

of the Alumnae Association and its service to Agnes Scott.

## ANNUAL REPORT

In the fall, the Board planned the part to be taken by alumnae in the Inauguration of President Alston. All active alumnae were invited to the ceremony and to the inaugural luncheon, and the occasion was combined with fall homecoming. The Board feels that the scores of alumnae who came to it will always remember with satisfaction that they were witnesses at an historic event in the annals of Agnes Scott.

In the course of this year the Board took the decisive step in a project which has been under consideration since 1949: the stocking of Agnes Scott plates made by Wedgwood. The first order has been placed, but delivery is not expected for at least a year, and no orders will be taken from alumnae until the plates arrive from England.

### THE FUND

The Board has followed with some anxiety since last July the progress of the Alumnae Fund in its first year since the College Campaign. The entire service of the Association rested upon the Fund for the first time; there was to be no subsidy by the College, as there had been in the past; and it was hoped that a gift of money equal to a year's income on \$100,000 could be made to the College besides. The amount raised was the largest Alumnae Fund of our history, and the Association has managed to operate without calling on the College for the grant of former years; but still the total was \$4,600 short of the \$15,000 goal. This amount does not compare favorably with the alumnae fund totals of colleges having about the same number of alumnae as Agnes Scott; but in percentage of contributors we appear to rank in the top ten per cent of all colleges and universities in the United States.

### THE CLUBS

Founder's Day this year was celebrated by Agnes Scott clubs from Maryland to California and from Illinois to Florida and Texas. The presidents of ten clubs in seven different states went to their local radio stations and obtained time for the Founder's Day broadcast, which was a discussion of liberal education for women. It was heard in eleven cities, over large stations and small, and in at least two places it gave rise to additional programs featuring Agnes Scott alumnae in those communities.

Club work has been outstanding in other ways this

year. The cooperation of clubs with the Agnes Scott field representative has helped greatly in finding qualified high school students and introducing them to Agnes Scott, so that enrollment for next year has reached resident capacity and overflowed to form a sizable waiting list. This is a spectacular reversal of the trend of the last few years in all colleges. In addition, clubs have raised hundreds of dollars for the improvement of the Alumnae House and the Garden, for scholarships, for the McCain Library, and for the Alumnae Fund. They have further vitalized the tie between the College and its alumnae by presenting speakers from the faculty and the administration and by arranging other programs relative to the College such as the showing of color slides of the campus.

### COMMITTEE WORK

Special committees of the Board have carried on a variety of services. The group in charge of the Alumnae House has managed to maintain it on the revenue from rentals, without drawing on the Fund, and on the strength of several handsome club gifts has completed plans to refinish the floors, clean the carpets, and open the former office as an additional bedroom this summer. The Garden Committee has triumphed completely over the effects of the devastating freeze of last year, and has spent hundreds of hours in new planting and in care of the old. Its expenditures, too, have come out of the House income and from special club gifts. The Publications Committee has brought out four issues of The Alumnae Quarterly recording an eventful year beginning with the retirement of President McCain and the Inauguration of President Alston. The Education Committee has obtained material for two issues of The Quarterly and has carried on a campaign to interest alumnae in the college preparation offered by their local high schools. The Vocational Guidance Committee has planned and presented three career coffees which were well attended by students wishing first-hand information on the fields they hope to enter after college. The Special Events Committee, in addition to producing the Founder's Day radio program, has planned the Alumnae Luncheon we have just enjoyed. The Class Officers' Council has collected news for The Quarterly, promoted reunions, and given the very necessary personal touch to the Alumnae Fund effort. The Entertainment Committee has introduced the freshmen to the Alumnae House and has borne the responsibility for other social functions of the Associations through the year. The Nominations Committee has held long and serious meetings resulting in the slate of names placed before you today. And the Board as a whole has given many hours to thought and discussion about Association problems and plans and policies.



This is the story, in very brief form, of the year of devoted service rendered to you and to Agnes Scott by your alumnae Board. The Office has carried on its usual program of Fund mailing, correspondence, Quarterly production, bookkeeping, and coordination. You employ a staff of one and one-sixth persons for these functions—one-half of me and two-thirds of Martha Weakley. Mrs. Ketchin, undivided, edits your class news and extends the hospitality of the Alumnae House to the many guests who visit it in the course of a year. This is an extremely small staff, and its work would not be possible were not the members of the Board exceedingly able and conscientious and did not the College allow us a generous supply of student assistants.

Underlying all this accomplishment is the Alumnae Fund, which you have provided. Without it, nothing would have been possible. In everything it does, the Alumnae Association is dedicated to one end: the advancement of Agnes Scott College. It is your continuing support, year in and year out, which carries that purpose steadily forward.

Respectfully submitted,

ELEANOR N. HUTCHENS,  
Director of Alumnae Affairs.

## Alumnae Retirements

Two alumnae of Agnes Scott Institute retired this year after long and distinguished careers in Atlanta: Thyrsa Askew, for 34 years head of North Avenue Presbyterian School, later Napsorian, and E. Katherine Reid, president and owner of Crichton's Business College.

Miss Askew became principal of N.A.P.S. in 1917 and guided it through many years as an outstanding preparatory school. In 1941 she was named acting president. She continued to head it when in 1951 it became part of Westminster Schools. Her portrait was presented to the school by the 1945 graduating class. When her retirement was announced this spring, Atlanta newspapers carried a number of tributes, editorial and individual, to her educational leadership. The trustees and faculty of Westminster Schools entertained at a tea in her honor May 10.

Miss Reid, who studied at the College as well as the Institute, became associated with Crichton's in 1918 and bought it when the owner died in 1930. Founded in 1885, the institution has never been closed and has trained thousands of students in business, its enrollment usually from 200 to 250. Miss Reid and her sisters Ethel and Grace, both also Agnes Scott alumnae, live in Decatur.



MUSEUM PLAQUE UNVEILED. Dr. Mary Stuart MacDougall (right) reads the plaque naming the science museum in her honor. She is holding a bound volume of letters sent by former students and other friends on the occasion of her retirement in June. With her are Betty Fountain Edwards '35, chairman of the committee to honor Miss Mac, and Dr. George Hugh Boyd of the University of Georgia, who made the dedicatory address.

## Miss Mac's Museum

The Mary Stuart MacDougall Museum, with an endowment of \$1000 contributed by former students and fellow faculty members, was dedicated in the new science hall May 31 in honor of "Miss Mac" at her retirement.

After 32 years as head of the biology department at Agnes Scott, years in which she became (as the dedication speaker said) "the best known and most favorably known scientist in the South," Miss Mac retired at the end of the session full of plans for continued research and writing. She has two books now in press: a new one, *Foundations of Animal Biology*, and a revision of her highly successful *Biology, the Science of Life*. Laboratory facilities for research in Agnes Scott's science hall will continue to be at her disposal.

Betty Fountain Edwards '35 presided at the dedication, which included an address by Dr. George Hugh Boyd of the University of Georgia, the unveiling of a plaque in the museum, and the dedicatory prayer by President Alston. Developed over the years by Miss Mac, the museum collection will continue to be enlarged through the endowment fund and will feature traveling exhibits in the course of the academic year. After attending the dedication, Institute alumna Emma Wesley presented to the College a handsomely mounted and labeled collection of shells which she had assembled and used for many years in teaching—the first addition to the museum under its new name.

The endowment fund will continue to be open for gifts from alumnae who wish to honor Miss Mac and promote the study of science at Agnes Scott. Gifts to it should be sent to President Alston designated "For Museum Endowment."

Agnes Scott alumnae are familiar with the facts of Miss Mac's career set forth in *Who's Who in America*:

B. A. Randolph-Macon, M.S. Chicago, Ph.D. Columbia, Sc.D. Universite de Montpellier (where she acquired her colorful academic robe). Author *Biology, the Science of Life*, 1943 (which has been used as a textbook by colleges and universities over the nation) and numerous articles on cytology and genetics (some in French and German). She has been president of the Georgia Academy of Science, of Southeastern Biologists, and of the Agnes Scott chapter of Phi Beta Kappa, and has done research at the Kaiser Wilhelm Institute in Germany, the Johns Hopkins School of Hygiene and Public Health, and (14 summers) at the Marine Biological Laboratories in Woods Hole, Mass. In 1931-32 she held a Guggenheim Fellowship for study abroad. Her professional connections include membership in the American Society of Zoologists, the American Association for the Advancement of Science, and Sigma Xi, as well as the previously named organizations of which she has been president.

In 1943 Miss Mac was Atlanta's Woman of the Year in Education. Her wide interests outside the field of science, especially in literature and the arts, are well known on the campus, where she has always upheld the cause of broad knowledge against exclusive and narrow specialization. Her hobbies, including needlepoint, crocheting and raising flowers, were detailed several years ago in a feature article in *The Christian Science Monitor*.

Miss Mac left her room in Ansley Cottage early in July after 32 years as a leading and beloved member of the campus community. Scores of her old students had written to wish her well; her name was pressed indelibly into the history of Agnes Scott; the results of her teaching and research were part of the ever-unrolling scroll of science. She had plenty of laurels to rest on, but everyone who knows her knew perfectly well that she wouldn't stop for a moment.

## Faculty News—(Continued from page 11)

DR. SAMUEL P. WIGGINS, assistant professor of education, received his Ph.D. at George Peabody College for Teachers in June. During the summer he is serving as assistant director of the Emory University Workshop and teaching in the regular Emory summer session.

LLEWELLYN WILBURN, associate professor of physical education, is again at Columbia University on the staff at John Jay Hall as social director. She was recently appointed a member of the National Basketball Committee of the National Section on Women's Athletics and chairman of the Constitution Committee of the Southern Association of Physical Education for College Women.

ROBERTA WINTER, assistant professor of speech, is continuing work on her doctoral dissertation, "A Coordinated Speech and Drama Program for the University Center in Georgia."

# Commencement

*Continued from page 2*

remove the intolerable burden of threatened aggression.

The third piece of evidence comes from an aspect of the Korean war which has had too little attention. Korea represents the first major attempt on the part of the international community to resist aggression in which the use of force has been limited to that purpose and which has not automatically led to general war. It would be easy to let things slide into a general war at any time. The far more difficult thing is to demonstrate that aggression will not be accepted and that fighting can be ended without the thousand-fold increase in suffering and destruction which World War III would bring. This historic gamble may not succeed; the Politburo may be completely committed to a course of aggression. If so, we should not underestimate the gravity of the prospect, for if, after Greece, Berlin and Korea Soviet leaders do not draw the necessary conclusions about a course of aggression, it is difficult to see how war can be avoided. Even so, we have come a long way toward the organization of peace; it is not entirely surprising that we should experience crisis before we reach success, for the issue is whether the last remaining recalcitrant great power will submit its conduct to the standards of the world community and act in a way consistent with peace. The rest of us are prepared to ask very little of the Soviet Union—merely that it settle its disputes by peaceful means and not use force or the threat of force against the political independence or territorial integrity of its neighbors. With that, other disputes could be resolved; without that, there is a struggle on which mankind can not compromise.

The final piece of unfinished business on which I should like to comment is the strengthening of the ancient verities which lie at the heart of our moral and political order. We think of Christian morality, constitutional government, unalienable rights; of the freedom of minds to think and speak, of spirit to worship; of regard for Truth and Beauty and Right. These ancient verities are the fruits of revolution, democratic and protestant, which transformed western life and which are now sparking the flames of freedom in other parts of the world. They are being challenged by a world-wide conspiracy directed from the Kremlin, a reactionary counter-revolution against freedom in all its forms. For liberty is intolerable to tyranny and those who would enslave their fellow man must try to destroy the fruits of three centuries of democratic revolution.

We can rediscover the eloquence of our faith—but

not by a contest of lung-power in the market place. We can find it in quiet contemplation and an earnest attempt to understand how and why we came by our great heritage. Free speech is more than a shrill phrase to those who contemplate the Areopagitica or John Stuart Mill's Essay on Liberty. For it is out of the contest of ideas that Truth emerges and it is in conflict with error that truth remains bright and strong. The presumption of innocence is more than a device for allowing criminals to escape justice, it is the essential cement by which a society based on consent is held together and offers the citizen his most precious single possession—security against the raw and arbitrary exercise of public power.

Perhaps we must, in addition, turn more and more to action for an eloquent exposition of our faith. By practicing freedom, we can reaffirm and give fresh vitality to its meaning. The Declaration of Independence is a timeless statement of the democratic idea—but the acts of its authors produced our democracy. I have often heard the question, "what can I as a single American citizen do to help out in the present situation?" Just as the practicing Christian is the greatest evangelist, so the practicing citizen is the greatest exponent of democracy. Hospitality to the stranger in our midst, tact and sympathy on our part as we journey abroad, treatment of our fellow citizens here at home with the consideration which is their due; tolerance for the existence of contrary opinion, insistence that government act through law, acceptance of the duties laid upon us by our constitutional arrangements; sober selection of representatives for public office—every day will present its opportunity to explain democracy by action. If as a people we come to understand our heritage and come to live by it, we shall not need slick paper pamphlets, comic books, glib words or dazzling promises to "sell" it to others. People will come from the ends of the earth to see it, share it, and to take it back to mold in their own fashion to meet their own needs. The democratic heritage, complex and sophisticated though it often appears to be, is deeply rooted in aspirations which are shared by men and women everywhere.

I have spoken to you of the Class of '52 at Agnes Scott about the pursuit of knowledge, the building of peace and the vitality of our ancient heritage—not because you need admonition—but because, as graduates of this fine liberal arts college, you are peculiarly able to respond to the responsibility in these matters which will be yours, and from which you will not be able to hide. I suspect that the third quarter of our century will be more than usually decisive in determining the broad directions which the human race can take and the quality of life on our planet. Perhaps, with luck, those who come after you will be able to say of you what we have heard said of the Founding Fathers, "Truly, there were giants in those days."



# CLASS NEWS

Edited by ELOISE HARDEMAN KETCHIN

## DEATHS

### Institute

Mrs. Carol M. Snell, daughter of Jeanette Craig Woods, was killed in an automobile collision March 7.

Rusha Wesley, retired principal of the Lee Street School and long prominent in Atlanta's educational and religious life, died April 15, after a long illness. Rusha, a graduate of Agnes Scott, attended Emory, Harvard, Chicago, Pennsylvania, California and Columbia Universities. She taught in Atlanta schools from 1903 until her retirement in 1945. She also organized and was first president of the Atlanta Principals Club and served as president of the Georgia State Department of Elementary Principals. Rusha was the author of histories of the Lee Street School, Trinity Methodist Church and the Wesley Families. Surviving are three sisters, Bannie and Emma Wesley and Daisy Wesley Spurlock, and two brothers, Paul and Ottis H. Wesley. Emma and Daisy are Agnes Scott graduates.

Nellie Blackburn Airth died April 27.

### Academy

Mrs. Elijah Delbert Beatty, mother of Lillian Beatty Parent and Mildred Beatty Miller, died on Easter morning, April 13.

### 1911

Marcus L. Brown, father of Florinne Brown Arnold, Ruth Corley Brown Moore '13, and Fannie Brown '26, and uncle of Laurie Belle Stubbs Johns '22, died in March.

Katherine Bunn's mother died in March.

### 1926

The Rev. Dunbar Hunt Ogden, former pastor of the Central Presbyterian Church in Atlanta, and father of Grace Augusta Ogden Moore, Margaret Ten Eyck Ogden Stewart '30, and Esthere Ogden Blakeslee '40, died April 12.

### 1929

James Edwin Warren, father of Mary Warren Read, died April 22.

### 1934

Mary McDonald Sledd lost her mother in March

### 1939

Mamie Lee Ratliff Finger's father died in October 1951.

Jac Hawks Alsobrook lost her father last year.

### 1941

Grace Walker Winn lost her father in February.

Henry S. Howison, husband of Ellen Gould Howison, died in February. Three daughters survive — Barbara Elizabeth, Patricia Ann and Martha Henry.

### 1946

Ruth Simpson's mother died March 12.

## Specials

Mrs. W. H. Nunnally, mother of Mrs. George M. Napier, mother-in-law of Allie Felker Nunnally '10, and grandmother of Julia Napier North '28 and Clara Knox Nunnally Roberts '31, died April 27, at the age of 92.

INSTITUTE. Clockwise beginning at left foreground: Emma Wesley, Gertrude Pollard, Annie Wiley Preston, Elizabeth Curry Winn (College '07), Ethel Alexander Gaines, Ida Lee Hill Irvin (College '06), Hattie Lee West Candler, Susan Young Eagan.









## 1918

*President:* Ruth Anderson O'Neal (Mrs. Alan S.), T2 Raleigh Apts, Raleigh, N. C.

*Secretary:* Emma Jones Smith (Mrs. Harwell F.), 1918 Graham St., Montgomery, Ala.

*New Address:*

Marguerite Shambaugh Ross (Mrs. Arnold C.), 317 Brookes Ave., San Diego 3, Calif.



CLASS OF 1918. Margaret Leyburn Foster, Ruth Anderson O'Neal, Eva Maie Willingham Park, Belle Cooper.

## 1919

*President:* Llewellyn Wilburn, Ag-

*Secretary:* Elizabeth Dimmock Bloodworth (Mrs. J. M. B.), 3784 Club Dr., N.W., Atlanta, Ga.

*New Address:*

Bess Ham Harmon (Mrs.), 4102 Caroline, Houston, Texas.



CLASS OF 1919. Lulu Smith Westcott, Elizabeth Dimmock Bloodworth, Elizabeth Pruden Fagan, Llewellyn Wilburn.

## 1920

*President:* Lois MacIntyre Beall (Mrs. Frank R.), 188 Peachtree Way, Atlanta, Ga.

*Secretary:* Alice Cooper Bell (Mrs. Chas. C.), Woodstock, Ga.

Margery Moore Macaulay taught at Smith-Hughes School, Atlanta, this year. She spent the Easter holidays with her daughter in Alabama.

*New Address:*

Agnes Irene Dolvin, Vidalia, Ga.



CLASS OF 1920. Juliet Foster Speer, Margaret Bland Sewell, Margery Moore Macaulay, Lois MacIntyre Beall, Alice Cooper Bell, Gertrude Manly McFarland.



CLASS OF 1921. Thelma Brown Aiken, Sarah Fulton, Marguerite Cousins Holley, Betty Floding, Sarah McCurdy Evans, Janef Newman Preston, Genie Johnston Griffin, Aimee Glover Little.

CLASS OF 1932. Mimi O'Beirne Tarplee, Anna Robbins McCall, Ruth C. Green, Mary Miller Brown, Imogene Hudson Cullinan, Emma May Laney (faculty), Penelope Brown Barnett, Catherine Sims (faculty), Diana Dyer Wilson, Elizabeth Hughes Jackson, Harriette Haynes Lapp (faculty), LaMyra Kane Swanson, Grace Fincher Trimble, Sarah Bowman, Leslie J. Gaylord (faculty), Etta Mathis, Hettie Mathis Holland, Louise Stakely, Susan Glenn, Lila Norfleet Davis, Downs Lander Fordyce, Martha Williamson Riggs.



CLASS OF 1937. *Laura Steele, Mary Gillespie Thompson, Frances Steele Finney, Kathleen Daniel Spicer, Lucile Dennison Keenan, Katherine Maxwell, Sarah Johnson Linney, Fannie B. Harris Jones, Vivienne Long McCain, Marie Stalker Smith, Martha Summers Lamberson.*







CLASS OF 1938. *Jean Barry Adams Weersing, Frances C  
berry, Eliza King Paschall, Frances K. Gooch (faculty),  
beth Warden Marshall, Ellen Little Lesesne, Nell Hen  
Jones, Jean Chalmers Smith, Joyce Roper McKey, Elsie  
Meehan.*

CLASS OF 1939. *Ella Hunter Mallard Ninestein,  
Mary Wells McNeill, Ruth Anderson Curry, Julia  
Porter Scurry, Mary Allen Reding, Virginia Tumlin  
Guffin, Cary Wheeler Bowers, Jane Moore Hamilton  
Ray, Mary Frances Thompson, Catherine Farrar  
Davis.*





CLASS OF 1940. *R. B. Cunningham* (retired Agnes Scott business manager), *Edith Stover McFee*, *Nell Moss Roberts*, *Marian Franklin Anderson*, *Grace Elizabeth Anderson Cooper*, *Ellen Stuart Patton*, *Gary Horne Petrey*, *Betty Alderman Vinson*, *Georgia Hunt Elsberry*, *Mary Reins Burge*, *Anne Enloe*, *Helen Carson*, *Louise Sullivan Fry*, *Katherine Patton Carsow*, *Harriet Stimson Davis*, *Mary Kate Burruss Proctor*, *Mary Elizabeth Chalmers Orsborn*, *Caroline Lee Mackay*, *Eloise Weeks Gibson*, *Eleanor Hutchens*.



CLASS OF 1951. *Jeanne Kline Mallory, Martha Weakley, Sara Beth Jackson, Su Boney, Mary Hayes Barber, Marjorie Orr Brantley, Janette Mattox, Patsy Cooper, Mary Stubbs, Carolyn Galbreath, Nancy Cassin, Stellise Robey Logan, Anna Da Vault, Nena Hale, Betty Ziegler, Betty Jane Foster.*





CLASS OF 1951. *Virginia Arnold, Betty Mobley, Marg Hunt, Anne Kincaid, Mary Davis, Jenelle Spear, Barbara Caldwell, Nancy Lu Hudson, Dorothy Adams, Winnie Horton, Katherine Nelson, Marjorie Stukes, William A. Calder (faculty), Freddie Hachtel, Martha Ann Stegar Deadmore, Jane LaMaster, Amy Jones.*

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**FOR REFERENCE**

**Do Not Take From This Room**

